

Deltona High School

Program of Studies 2011 - 2012



Susan Freeman
Principal

“Home of the Wolves”

<http://schools.volusia.k12.fl.us/deltonahigh>

Content Overview

If you are the parent of a Deltona High School student, this guide is for you. It is designed to explain Florida's high school graduation programs, including two programs that provide students with the opportunity to graduate from high school in three years. The guide also provides information to help students and their families as they plan and prepare for postsecondary goals. Florida students entering their first year of high school in the 2011-2012 school year may choose from four different graduation options: 24-Credit Program, Superintendent's Diploma of Distinction Program, a three-year, 18-Credit Career Preparatory Program; a three-year, 18-Credit College Preparatory Program. All of these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of graduation program, must still earn a specific grade point average on a 4.0 scale and achieve passing scores on the Grade 10 Florida Comprehensive Assessment Test® (FCAT) in order to graduate with a standard diploma (refer to graduation options charts). However, the two three-year programs are significantly different from the 24-credit programs. In addition to the above mentioned graduation options, some students with disabilities can earn a Special Diploma. For specific graduation options for students with disabilities, contact your child's school counselor, exceptional student education teacher, or visit www.fldoe.org/ese/pdf/diploma.pdf.

Volusia County School District Vision Statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Board of Volusia County

Mr. Stan Schmidt, Chairman
, Vice Chairman
Ms. Candace Lankford
Ms. Judy Conte
Mrs. Diane Smith

Superintendent of Schools

Dr. Margaret A. Smith

Deputy Superintendent for Curriculum and School Improvement Services

Dr. Chris J. Colwell

Coordinator of High School Services

Ms. Deborah Drawdy

Deltona High School Mission/Vision Statement

*Believing all students will learn, Deltona High School empowers students
by providing challenging educational experiences in a caring environment.*

*Creyendo que todos los estudiantes aprenderán, la escuela superior Deltona capacita a sus
Estudiantes a través de experiencias educativas que son retantes en un ambiente alentador.*

Principal

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The information contained in this booklet is subject to change at any time due to changes in legislation, school board policy, or school guidelines.

Introduction

Students are encouraged to discuss course selections with teachers, parents, and counselors to choose their courses wisely. A student's first step in this process is to consider the academic/career goals and focus on courses leading to achieving those goals. Additional math and science courses are recommended for most students. Alternate courses must also be selected with care as students may be scheduled into the alternate(s). Every effort will be made to offer courses as requested. However, occasionally a course may be cancelled due to low student enrollment or a conflict with another course.

School Schedule

Deltona High School follows a 7 period schedule. The school year consists of 180 days divided into two semester grading periods. Students may earn 3.5 credits the first semester and a total of seven credits per year.

Course Prerequisites

Many courses have no prerequisites and are open to all students. Upper level classes do require mastery of basic skills and, therefore, often have prerequisites. Check this guide for information on prerequisites. Students who achieve mastery in the course prerequisites have the greatest academic success at the next level. If you wish to enroll in a course and have not met the prerequisites, please call the school counselor to arrange for a conference.

Schedule Changes

Student registration determines the school staffing and the master schedule.

Students will be expected to remain in a course for the duration of the course. Students will not be permitted to make changes to their schedules after the published deadline. The deadline is June 10, 2011. Students may request schedule changes prior to this deadline. Courses may be dropped or added for the following reasons only:

1. The student is a senior and needs the course for graduation.
2. The student has previously passed the course.
3. The student has not met the prerequisite.

Waiver of Teacher Recommendation If a student wishes to change his or her recommended level for an academic course, the following steps must be followed:

1. The student will complete a waiver form, including a parent signature, and return the form to the guidance department.
2. The school counselor will also discuss the situation with the student and will make parent/guardian contact. The school counselor's signature on the waiver form will only verify that the student made contact. It will not signify the counselor's agreement.
3. Completed waiver forms will be reviewed by the guidance department and may be reviewed by administration if needed. If the waiver is approved, a schedule change will be made if possible, and the school counselor will file one copy of the waiver in the student's guidance file and give one copy to the parent. After the waiver has been approved, the student is expected to take the course.

High School Graduation Programs Overview



Traditional 24 Credit Program

This program requires students to take 24 credits in the subject areas of English, mathematics, science, social studies, fine or performing arts, and a physical education course. Foreign language credit is not required for this program although it is recommended for community college preparation and is **required** for admission to Florida's state universities. This program requires students to take eight elective credits.

Accelerated High School Graduation Options

Florida's three-year programs are designed for students who are clear about their future goals and are ready to pursue their goals beyond high school in an accelerated manner. To assist students and parents with this task, each school district shall provide each student in grades six through nine, and their parents, with information concerning the three-year and the 24-credit high school graduation options. To select a three-year graduation program, students and their parents must meet with designated school personnel to receive an explanation of the requirements, advantages, and disadvantages of each program option. Students must also receive the written consent of their parents. The student must select the graduation program prior to the end of ninth grade that will best address his/her future.





Three-Year, 18 Credit Career Preparatory Program

This accelerated graduation program requires fewer credits than the 24-credit program. This program focuses more on academic courses, which means students take fewer elective courses. Unlike the 24-credit program, the three-year career preparatory program requires students to earn specific credits in a single vocational, career, or technical education program. It requires students to maintain a cumulative weighted grade point average of a 3.0 on a 4.0 scale with a weighted or un-weighted grade that earns at least a 2.0 or its equivalent in each of the 18 required credits. The requirements of the program are designed to prepare students for entrance into a technical center, community college, or the workforce.

Three-Year, 18 Credit College Preparatory Program

This accelerated graduation program requires fewer credits than the 24-credit program. This program focuses more on academic courses, which means students take fewer elective courses. Unlike the 24-credit program, the three-year college preparatory program requires students to earn two credits in a foreign language. Students must earn at least 6 of the 18 required credits in specified rigorous courses and maintain a cumulative weighted grade point average of a 3.5 on a 4.0 scale with a weighted or un-weighted grade that earns at least a 3.0 or its equivalent in each of the 18 required credits. It also requires higher-level mathematics courses than does either the 24-credit program or the three-year career preparatory program. The credits required by this program must satisfy the minimum standards for admission into Florida's state universities.

Special Diploma Option

Students who have been identified in accordance with State Board of Education rules as “educable, trainable, or profoundly handicapped,” “deaf, hard-of-hearing, or dual sensory impaired,” “specific learning disabled,” “language impaired,” “physically impaired with an orthopedic, other health impairment, or traumatic brain injury,” “autism spectrum disorder,” or “emotional/behavioral disabilities,” are not required to meet all the requirements of a standard diploma. Requirements for special diplomas are established by district school boards. However, the availability of a special diploma does not restrict the right of a student with a disability solely to a special diploma. There are two options available to special diploma students. Special Diploma Option 1 requires the student to 1) earn the minimum number of course credits determined by the local school board; and 2) show mastery of the standards for special diploma. Special Diploma Option 2 requires the student to 1) be successfully employed for at least one semester, at or above minimum wage; 2) achieve all annual goals and short-term objectives or benchmarks related to employment and community competencies in the graduation training plan; and 3) show mastery of competencies in his or her employment and community competencies training plan. Students who graduate with a special diploma are entitled to a free appropriate public education (FAPE) until they reach age 22 or receive a standard diploma, whichever comes first. For more information about a special diploma and other graduation options for students with disabilities, contact your child's school counselor, exceptional student education teacher, or visit www.fldoe.org/ese/pdf/diploma.pdf.

Early Graduation Policy

The Volusia County School District and Deltona High School firmly believe that attending high school for a full four years can provide students with academic and extracurricular opportunities not available outside of high school. However, we also recognize that a student may need to graduate early to pursue other opportunities. Those students who have a 2.0 GPA, passed FCAT, and meet the required 24 credits needed for graduation may be eligible to apply to graduate early from high school. Please see a school counselor for additional information and an application no later than a sophomore.

Choosing a Program

A student must select a graduation program prior to the end of ninth grade. The three-year programs are designed for students who are clear about their future goals, who are mature enough to leave high school, and who are ready to pursue their goals beyond high school in an accelerated manner. To select a three-year graduation program, a student must have achieved at least an FCAT reading achievement level 3, an FCAT mathematics achievement level of 3, and an FCAT writing score of 3 on the most recent assessments taken by the student. Students who selected an accelerated graduation program before July 1, 2005, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program. Each student and his or her family should select the graduation program that will best prepare the student for his or her postsecondary education or career plan.

Student Options

Within the four graduation programs, students have multiple options in a variety of areas.

Acceleration Programs and Advanced Coursework

Studies show that students, who complete a solid academic program in high school, including advanced courses, are more likely to be successful in college. Students in all graduation programs are encouraged to take advantage of advanced course offerings and acceleration programs such as dual enrollment, early admission, Advanced Placement courses, International Baccalaureate courses, Advanced International Certificate of Education courses, and courses from the Florida Virtual School. These courses are available to all qualified students, no matter which graduation program they choose. For information, contact your child's school counselor.

Dual Enrollment and Early Admission

Dual enrollment allows eligible high school students to enroll in postsecondary courses. They earn credit toward high school graduation and, at the same time, earn credit toward a college degree or technical certificate. All 28 public community colleges and some of the state universities in Florida participate in dual enrollment. Students are permitted to take dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. In addition, textbooks for dual enrollment are provided to students free of charge.

Early admission is similar to dual enrollment, except that students enroll in college/university courses full time. They earn credits simultaneously toward a college degree and a high school diploma.

Advanced Placement Program (AP)

The College Board's AP Program is a nationwide program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university in which the student enrolls. Students in Florida's public secondary schools enrolled in AP courses do not have to pay to take the exams. For information, visit www.collegeboard.com/student/testing/ap/about.html.

High School Courses in Middle School – Middle school students can take some high school courses for high school credit while in middle school. **To encourage this practice for middle school students who take any high school course for high school credit and earn a "C", "D", or "F, the district grade forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course.** Students and parents should know that all course attempts are calculated into the rank in class for each student, regardless if the course is taken in middle school or in high school. (example: if a student takes Spanish I in middle school and earns a grade of "D", retakes the course in high school and earns a grade of "A", the "D" earned in middle school will be noted on the student's transcript, will be counted as an attempt, and will be calculated in his/her rank in class grade point average).

Florida Virtual School (FLVS)

The FVS offers high-quality, online high school curricula, including AP courses. The FVS Program can be a resource for students with limited access to AP offerings. All students have the option of taking online courses from the Florida Virtual School. For information, visit www.flvs.net.

Volusia Virtual School (VVS)

Volusia Virtual School courses are a part of student's regular schedule. Students wishing to enroll in this option must be recommended by his/her counselor and meet the following requirements:

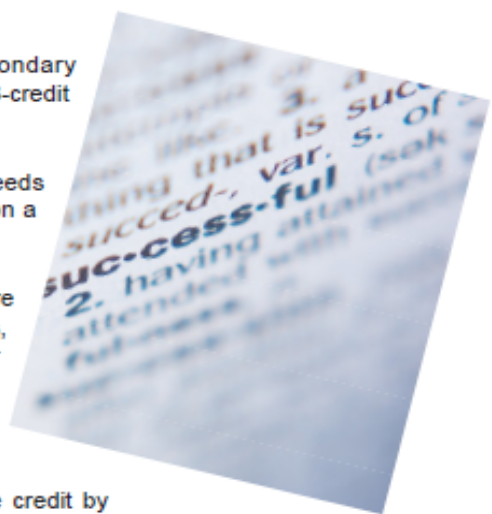
- GPA 2.5 or higher
- FCAT reading score 3 or higher
- Positive attendance patterns
- Positive discipline patterns
- Access to computer, printer and internet

For more information visit our website: <http://myvolusiaschools.org> (choose the 'Parents & Student' tab; under 'Instruction' chose 'Volusia Virtual School') or call (386) 322-6100 X 38342.

MAKING THE RIGHT CHOICE

The right graduation program for a particular student is the one that best fits the abilities, interests, and goals of that individual student. Families should consider the educational benefits of each program and choose the one that will best prepare the student for his/her postsecondary education or career plan. Here are some things that students and families should consider:

- ✓ What is the student's postsecondary education and/or career goal?
- ✓ Is the student prepared to make a choice about postsecondary education and possible career paths?
- ✓ If the student is planning to attend a postsecondary institution away from home, does he or she have the mature decision-making skills needed to make the informed, safe choices required for independent living?
- ✓ Are three electives enough, or is the student interested in taking additional courses to explore his/her interests?
- ✓ Does the student want to participate in sports or other extracurricular activities for four years, or are three years enough?
- ✓ Can the student meet admissions requirements for postsecondary education institutions of his/her choice by choosing a three-year, 18-credit graduation program?
- ✓ Has the family considered expenses and possible financial aid needs that may result from the student starting postsecondary education a year early?
- ✓ Is the student going to compete for scholarships that require certain academic core courses, community service experiences, demonstrated leadership skills, or participation in extracurricular activities?
- ✓ Has the family considered that the student has the option of taking an additional year of academic or technical courses through dual enrollment or to earn additional AP course credit and/or college credit by choosing the 24-credit program?
- ✓ Is the student planning to play college level sports and if so will the student meet the NCAA course eligibility requirements?
- ✓ If the student is enrolled in a prepaid college tuition plan, can the family pay off the balance of the plan a year early?



Families and students are encouraged to contact the school counselor or career specialist at the student's school for more information about graduation programs, financial aid opportunities, accelerated programs, and college or career plans. Students and parents are also encouraged to continue to discuss their plans with the school counselor on a regular basis during the middle school and high school years. Students need to be interested and involved in their academic progress and in planning for their futures in order to ensure that they will be prepared to achieve their postsecondary goals.

POINTS TO REMEMBER WHEN CHOOSING A GRADUATION PROGRAM

- ❑ Students who choose a three-year graduation program may still qualify for acceleration programs (e.g., AP, dual enrollment, IB, AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.
- ❑ Students who choose a three-year graduation program can participate in the National Merit Scholarship Program if they take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.
- ❑ Students who complete a three-year graduation program cannot remain in school for a fourth year after graduating from high school. Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken into consideration when making the decision.
- ❑ Students who choose a three-year graduation program will automatically move to the four-year graduation program if they do not earn five credits by the end of grade 9 or 11 credits by the end of grade 10, do not achieve a score of three or higher on the Grade 10 FCAT 2.0 Reading, or do not meet credit or GPA requirements by the end of their third year. Passing the Grade 10 FCAT 2.0 Reading is critical.
- ❑ Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a career education certification on their high school diploma.
- ❑ High school credits awarded before grade 9 can be counted toward the required credits for all graduation programs.
- ❑ The three-year graduation programs are only available to students who will receive a standard diploma.
- ❑ Students who complete the three-year college preparatory program must still satisfy minimum academic core credit requirements for SUS admissions.
- ❑ Students who choose the three-year career preparatory program must take their electives in career and technical education courses.
- ❑ Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year graduation programs should contact those institutions as early as possible for specific admissions requirements.

Special Notes

Three-Year, 18-Credit College Preparatory Program

- Six of the 18 credits earned through the Three-Year, 18-Credit College Preparatory Program must be completed in courses that include dual enrollment, AP, IB, AICE, or specifically listed as rigorous by the Department of Education.

Mathematics

- The series of courses identified as "equivalent" for satisfying the Algebra I for graduation purposes count as one of four credits required in mathematics for state university admission purposes.
- Algebra I EOC (End of Course) assessment is required, and will count as 30 percent of course grade, if enrolled.
- Courses identified as "equivalent" for satisfying geometry for high school graduation include Geometry Honors and certain dual enrollment courses.
- Students in grades 8–8, who earned high school credit in Algebra I during the 2007–2008 through 2009–2010 school years and have not taken the Grade 10 FCAT Mathematics must take the Algebra I EOC assessment during the 2010–2011 school year.

Middle Grades Forgiveness

- Students in grades 8–8 who take any high school-level course(s) for high school credit and earn a grade of "C," "D," or "F" may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course(s) in accordance with the district school board's forgiveness policy.

For assistance with Algebra I and/or geometry equivalents visit or call the high school counselor.



DECLARATION OF GRADUATION OPTION

Student's Name

Alpha ID

School

Declare my intent to graduate under the graduation option checked below. I understand that I must declare my graduation option by the end of my ninth grade year.

- ☐ Standard 24-credit option (Flag 36)
- ☐ 3-year 18-credit College Preparatory Option (Flag 31)
- ☐ 3-year 18-credit Career Preparatory Option (Flag 32)

Student's Signature

Date

Parent's Signature

Date

☐

Graduation Option Flag _____ entered by _____

Signature

Date

STANDARD DIPLOMA GRADUATION REQUIREMENTS

(For additional information, see School Board Policy 307)

For Students Entering Grade 9 In 2007-2008, 2008-2009, or 2009-2010 School Year

Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of 3-year/18-Credit College Prep Program ¹	Graduation Requirements of 3-year/18-Credit Career Prep Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent ² , or a higher-level mathematics course	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission ³	3 credits, one of which must be Algebra I or its equivalent ²
Science	3 credits in Natural Science; must include one credit in biology and one credit in physical science, chemistry or physics	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine/Performing Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of health ⁴	Not Required	Not Required
Electives	8 credits	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives OR 3 credits in single career/technical certificate dual enrollment and 2 credits in electives OR 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements ⁵	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements ⁶	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

For Students Entering Grade 9 In 2010-2011 School Year			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of 3-year/18-Credit College Prep Program¹	Graduation Requirements of 3-year/18-Credit Career Prep Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course	4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course	4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course
Science	3 credits in Science; must include one credit in biology and one credit in physical science, chemistry or physics	3 credits in Science, two of which must have a laboratory component	3 credits in Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine/Performing Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of health	Not Required	Not Required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 credit in electives OR 3 credits in single career/technical certificate dual enrollment courses and 1 credit in electives OR 5 credits in vocational/career education courses
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) – End of Course Exams TBA	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

For Students Entering Grade 9 In 2011-2012 School Year			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of 3-year/18-Credit College Prep Program¹	Graduation Requirements of 3-year/18-Credit Career Prep Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course	4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course	4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course
Science	3 credits in Natural Science; must include one credit in biology and one credit in physical science, chemistry or physics	3 credits in Science, one credit must be Biology 1 or its equivalent	3 credits in Science, one credit must be Biology 1 or its equivalent
Social Studies	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics	1 credit World History 1 credit US History .5 credit US Govt. .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine/Performing Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of health	Not Required	Not Required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 credit in electives OR 3 credits in single career/technical certificate dual enrollment and 1 credit in electives OR 5 credits in vocational/career education courses
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) – End of Course Exams TBA	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

Testing and College Admissions

All students who wish to be admitted to a four-year college or a university must participate in some form of standardized testing. For most students, this means the ACT or the SAT I. Some colleges and universities will require achievement tests; these are one hour exams in specific subject areas (SAT II.) Test scores are one part of a student's application to college. Students who wait until their senior year to take either the ACT or SAT I for the first time are sometimes late in their planning. In addition, most scholarships require that test results be submitted as part of the application process. Please meet with your school counselor to plan a testing program, which will support your future plans.

Suggested Testing Sequence

Grade 10

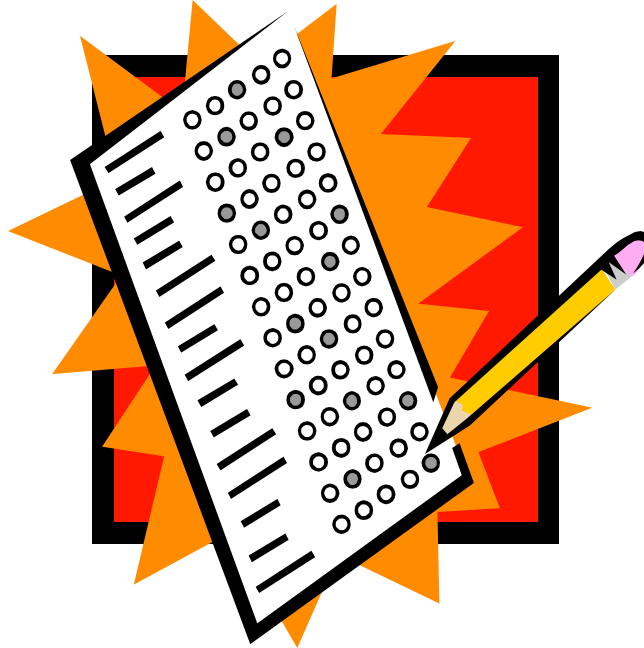
PSAT -Preliminary SAT

Grade 11

PSAT - For possible National Merit Scholar selection and Preliminary SAT. Voluntary prepay only. SAT and/or ACT - In late spring, if desired, for college entrance, recognition programs, or scholarship consideration. (See application for fees.)

Grade 12

SAT and/or ACT – Preferably in the fall, if desired, for college entrance, recognition programs, or scholarship consideration. CPT (College Placement Testing)



Grade Level Classification and Grade Level Promotion

Grade 8 to Grade 9	Freshman	Promotion from 8th grade
Grade 9 to Grade 10	Sophomore	5 credits
Grade 10 to Grade 11	Junior	11 credits
Grade 11 to Grade 12	Senior	17 credits

Grading Scale and Quality Points		Regular Courses	Honor Courses	Advanced Placement Courses
Letter Grade	Percentage	Quality Points	Quality Points	Quality Points
A	90 – 100	4.0	4.5	5.0
B	80 – 89	3.0	3.5	4.0
C	70 – 79	2.0	2.5	3.0
D	60 – 69	1.0	1.5	2.0
F	0 – 59	0.0	0.0	0.0

*Recognition as Honor Graduate:

*Weighted GPA

Summa cum Laude	3.9 or higher GPA
Magna cum Laude	3.7 to 3.89 GPA
Cum Laude	3.5 to 3.69 GPA

Honor Roll

Weighted GPA of 3.0 or higher
Letter grades of C or higher
All conduct grades of 1

Honor Courses (Additional .5 quality point)	Honor Courses (Additional .5 quality point)	Honor Option Courses (Additional .5 quality point)
Algebra I Honors Algebra II Honors American Government Honors American History Honors Analysis of Functions Anatomy & Physiology Honors AVID I – IV Biology I Honors Calculus Chemistry I Honors Economics Honors English I – IV Honors	French III French IV Geometry Honors Marine Science I Honors Physics I Honors Pre-Calculus Probability & Statistics Spanish III Spanish IV World History Honors	Agritechnology II Honors Band IV Honors Ceramics/Pottery III Honors Chorus IV Honors Communications Technology III Honors Culinary Arts III - IV Honors Digital Design II – III Honors Drama IV Honors Drafting/Illustrative Design Tech III Honors Early Childhood III – IV Honors First Responder III Honors Health Science II Honors JROTC III – IV Honors Marketing Management Honors Production Technology III Honors Web Design II – III Honors

Advanced Placement Courses (Additional 1.0 quality point)	Advanced Placement Courses (Additional 1.0 quality point)
Advanced Placement American History Advanced Placement Biology Advanced Placement Calculus AB Advanced Placement Calculus BC Advanced Placement Chemistry Advanced Placement Eng. Language & Comp Advanced Placement Eng. Literature & Comp Advanced Placement Environmental Science Advanced Placement European History Advanced Placement Government	Advanced Placement Human Geography Advanced Placement Micro Economics Advanced Placement Physics Advanced Placement Psychology Advanced Placement Spanish Language Advanced Placement Spanish Literature Advanced Placement Statistics Advanced Placement 2D Design Advanced Placement Studio Art Advanced Placement World History

Bright Futures Eligibility and Award information by High School Graduation Year

The chart below provides eligibility, renewal, and funding information for students by their high school graduation year. Locate your high school graduation year in the far left column to determine the requirements and conditions that apply to your Bright Futures award.

Student's High School Graduation Year ¹	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award ²	Initial Eligibility Year (1st academic year after high school graduation)	Number of FAS/FMS Hours of Funding Available	Number of GSV Hours of Funding Available	Number of Years of Funding Available ⁴	Restoration Opportunity	FAS/FMS Graduate Study Funding Availability ⁷
2008-2009 and earlier	1270 SAT/ 28 ACT	970 SAT/ 20 ACT	2009-10 and earlier	110% of program of study up to 132 credit hours ³	110% of program of study up to 90 credit hours	Up to 7 years from high school graduation	For insufficient GPA and insufficient hours ⁶	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2009-2010	1270 SAT/ 28 ACT	970 SAT/ 20 ACT	2010-11	100% of program of study up to 120 credit hours ³	100% of program of study up to 90 credit hours	Up to 7 years from high school graduation	For insufficient GPA in 1st year of funding <u>only</u>	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2010-2011	1270 SAT/ 28 ACT	970 SAT/ 20 ACT	2011-12	100% of program of study up to 120 credit hours ³	100% of program of study up to 90 credit hours	Up to 5 years from high school graduation ⁵	For insufficient GPA in 1st year of funding <u>only</u>	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2011-2012	1270 SAT/ 28 ACT	980 SAT/ 21 ACT	2012-13	100% of program of study up to 120 credit hours ³	100% of program of study up to 90 credit hours	Up to 5 years from high school graduation ⁵	For insufficient GPA in 1st year of funding <u>only</u>	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2012-2013	1280 SAT/ 28 ACT	1020 SAT/ 22 ACT	2013-14	100% of program of study up to 120 credit hours ³	100% of program of study up to 90 credit hours	Up to 5 years from high school graduation ⁵	For insufficient GPA in 1st year of funding <u>only</u>	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2013-2014	1290 SAT/ 29 ACT	1050 SAT/ 23 ACT	2014-15	100% of program of study up to 120 credit hours ³	100% of program of study up to 90 credit hours	Up to 5 years from high school graduations	For insufficient GPA in 1st year of funding <u>only</u>	Yes, if first baccalaureate degree earned in 2010-11 academic year or after

(The Florida Legislature reviews the program each year and is authorized to change eligibility and funding requirements for future years.)

¹High school graduation year = the academic year in which the student graduated from high school. For example, a student who graduated from high school between September 1, 2009 and August 31, 2010 graduated in the 2009-2010 academic year.

²Home educated students, who are unable to document a college-preparatory curriculum and wish to earn an FMS award, must earn a 1070 SAT or 23 ACT. Home educated students unable to document a college-preparatory curriculum graduating in 2013-14 must earn an 1100 SAT or 24 ACT.

³Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours to complete.

⁴Student must receive initial funding within 3 years of high school graduation.

⁵Students unable to complete their program after 5 academic years may be granted a 1-year extension to the renewal timeframe due to a verifiable illness or other documented emergency.

⁶The award may **not** be restored if it was lost due to insufficient hours prior to the 2009-10 academic year.

⁷FAS and FMS recipients who receive a baccalaureate degree in the 2010-11 academic year or after in 7 semesters or fewer (or the equivalent in hours) may receive funding for 1 semester of graduate study, not to exceed 15 semester hours, paid at the undergraduate rate.

Exceptional Student Education (ESE)

Students with exceptionalities are provided a continuum of placements and services based on individual student needs. Continuum of placements and services may include gifted consultation, regular education, consultation, support facilitation, applied level, modified level, and multi-VE. The ESE department offers Speech, Language, Occupational and Physical Therapy – the level and amount of therapy is determined at the individual students' TIEP meeting. Students with exceptionalities will be included in the regular high school program of study as fully as possible as determined by each students' current Transition Individualized Education Plan (TIEP). Alternative programs of study are available as described below. Students with exceptionalities must meet all applicable requirements as prescribed by the Pupil Progression Plan (PPP) and shown below. Students with exceptionalities may elect to pursue either a Standard Diploma or Special High School Diploma Option 1, focusing on mastery of student performance standards, or Special High School Diploma Option 2, focusing on mastery of employment and community competencies.

Option 1: ESE students who have mastered all requirements for graduation under a Standard High School Diploma but have not passed the Florida Comprehensive Assessment Test may elect a Special High School Diploma.

Option 2: ESE students functioning at Independent through Supported Levels are responsible for earning the credits required for graduation listed below:

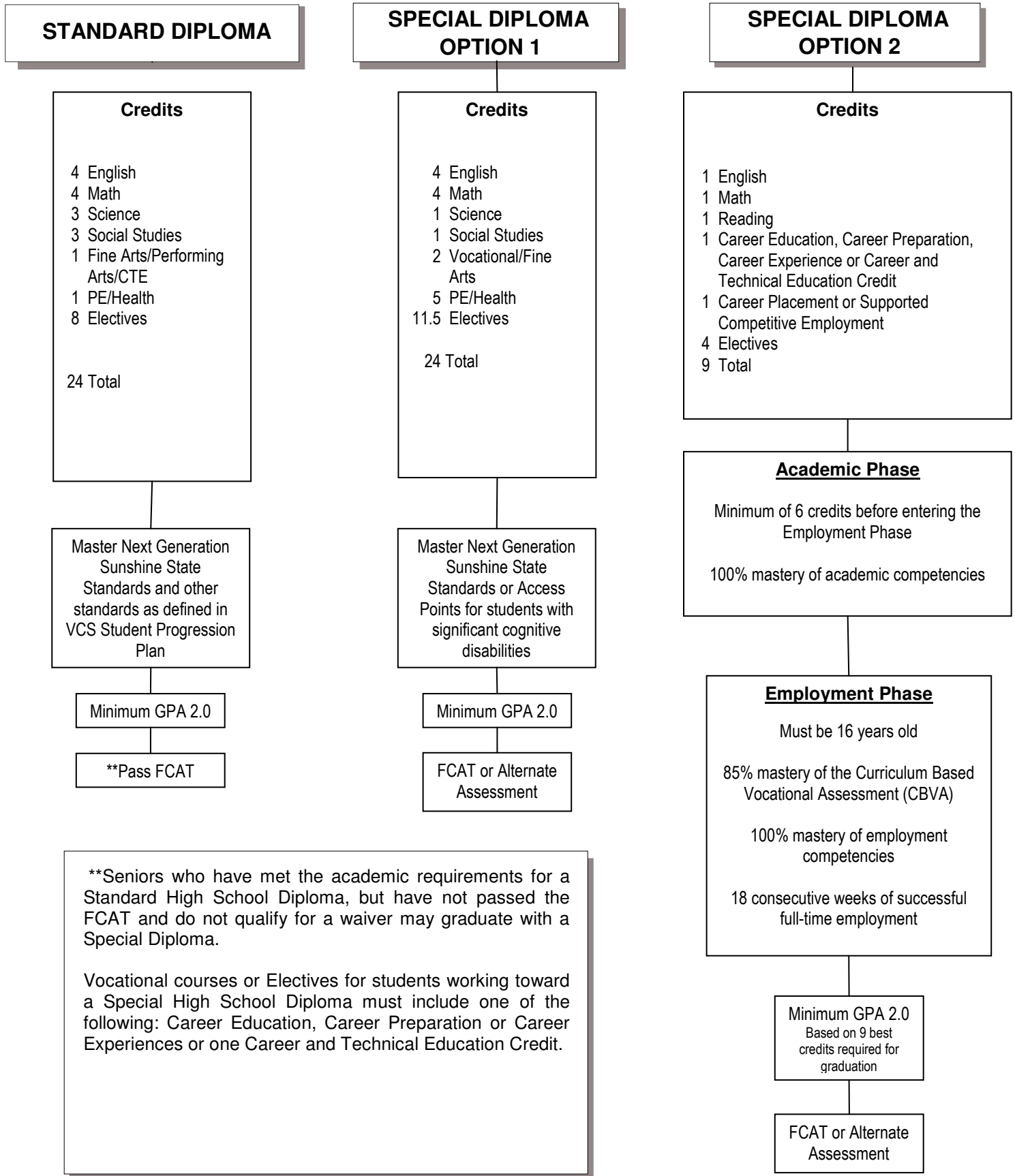
Option 3: ESE students functioning at Supported through Participatory Levels are responsible for earning the credits required for graduation as listed below. Because of the severity of the disabilities involved with this student population, the credits to be earned are designed to fit the need of the population





ESE DIPLOMA OPTIONS

GRADUATION REQUIREMENTS FOR STUDENTS WHO ENTERED 9TH GRADE DURING THE 2007-08 SCHOOL YEAR OR AFTER.



Superintendent's Diploma of Distinction (Application Required)

The Superintendent's Diploma of Distinction*** is a program that recognizes academic excellence in the Advanced Placement Program at Deltona High School. It is designed to honor students who have successfully completed a series of rigorous advanced placement courses and who are well prepared for their college experience. The College Board's Advanced Placement Program (AP) is a challenging academic program designed to enable motivated students to pursue college level studies while still in high school. In many cases, students are able to earn college credit for their work based on the demonstration of mastery on a qualifying AP exam.

Superintendent's Diploma of Distinction Criteria:

- The student must be accepted into the program based on district established criteria.
- The student must successfully complete a minimum of four AP courses distributed over at least two different content areas. Successful completion includes passing the course as well as sitting for the AP exam.
- The student must earn a score of 3 or higher on three or more Advanced Placement exams.
- The student must earn an overall weighted GPA of 3.0 or higher.
- The student must complete a minimum of 100 community service hours.
- The student must participate in the SAT or ACT College Entrance Exam program in both their junior and senior years of high school. The senior year requirement may be waived based on the junior year score.
- The student is expected to participate in tutoring and review sessions as offered.

***This information is subject to change at any time due to changes in school board policy.

Athletic Eligibility

Students Entering Grade Nine in 2011-2012

To be eligible to participate in athletics during the first 18 weeks of the 2011-2012 school year, a student must have been regularly promoted to the ninth grade from his or her previous school. To be eligible in the spring semester (second 18 weeks) of 2010-2011, a ninth-grader must earn an un-weighted 2.0 grade point average in all classes. From that point on, an athlete must maintain an un-weighted **cumulative** 2.0 average on a 4.0 scale throughout the remaining high school years.

All Other Students:

To be eligible at the beginning of the 2011-2012 school year a student must have earned a cumulative un-weighted GPA of at least 2.0 on a 4.0 scale in all course work taken in all course work since the beginning of the high school years. To be eligible for the spring semester (second 18 weeks), a student must maintain an un-weighted cumulative grade point average of at least 2.0 on a 4.0 scale in all course work. In order to be eligible in the years to come, an athlete must maintain an un-weighted **cumulative** GPA of at least 2.0 on a 4.0 scale in all course work.

Pass to Play

In addition to the above requirements, mandated by the Florida High School Athletic Association, athletic eligibility is also governed by Volusia County's Pass to Play Policy. A student must earn a passing grade in every core course needed for graduation he/she takes throughout high school. These courses include: English, science, social studies, and mathematics. If a student doesn't earn a passing grade in a core course needed for graduation, he/she will lose his or her athletic eligibility until he/she retakes the course and earns a passing grade – no matter what his/her cumulative GPA.

Sports Available at DHS

We are proud to offer the following interscholastic sports at Deltona High School:

Fall Sports: Football, Swimming, Golf, Girls' Volleyball

Winter Sports: Basketball, Wrestling, Soccer, Girls' Weightlifting

Spring Sports: Softball, Baseball, Tennis, Track & Field, Boys' Weightlifting, Boys Volleyball, Girl's Flag Football

NCAA Freshman – Eligibility Standards

The NCAA initial-eligibility rules have changed.

If you plan to enroll in any Division I or Division II college or university, please read this information carefully.

KNOW THE RULES:

Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- **Division I** has a sliding scale for test score and grade point average. The sliding scale for those requirements is shown on the next page.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

Grade-Point Average

- Only core courses are used in calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net
- **Division I** grade-point-average requirements are listed on the next page.
- **The Division II** grade-point-average requirement is a minimum of 2.000.

DIVISION I 16 CORE-COURSES RULE 16 Core Courses:

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/ physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language)

DIVISION II 14 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language)

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

For more information regarding the rules, please go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center website at www.ncaaclearinghouse.net or contact the Athletic Director. Please call the NCAA Eligibility Center if you have questions at the toll free number (877) 262-1492

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

General Information

Advanced Placement (AP)

The Advanced Placement Program is an academic program of college-level courses and examinations for secondary school students. The AP Program gives students the opportunity to pursue college-level studies while still in high school and to possibly receive college credit. Students traditionally take AP courses in their junior and senior years of high school. In addition, offerings for freshmen and sophomores may also be available.

A typical AP course is a special learning experience. The curriculum of an AP course is challenging, requires more effort and additional supplemental readings than a regular or honors high school course. AP students learn to deal with strenuous traditional academic settings and ultimately achieve at levels they may not have imagined possible. These skills are transferable to all subject areas. Eligibility for AP courses may include past honors level course work and teacher recommendation. Upon successful completion of AP courses, students acquire an education not only in course content, but also in academic organization, discipline and self-confidence which enables them to compete with, or out-perform, non-AP students in college from all over the nation.

AP students are expected to attend all review sessions and to take the AP exams for the enrolled courses.

Community Service

Community service hours are needed for the Honors Diploma, the Superintendent's Diploma of Distinction, and the Florida Academic Scholars Award (Bright Futures). Community service hours are highly recommended for all students. Students who apply for scholarships and admission to some universities often find that community service experiences give them a better focus when writing essays. Volunteer hours CAN NOT be counted until after the student attends the Community Service Workshop offered monthly at Deltona High School. The student only needs to attend one workshop during the four years of high school. See your school counselor for more details.

Dual Enrollment

Through an articulation agreement with Daytona State College (DSC), students may elect to take courses for college credit during high school. Specific eligibility requirements must be met including GPA and SAT or ACT or CPT minimum test scores. Options for dual enrollment are offered for both academic and career and technical areas. **Students should see their school counselor to discuss dual enrollment opportunities. Deadlines must be followed so see your counselor early if you are interested in dual enrollment.**

SAT: Verbal - 440 or higher, Math - 440 or higher

ACT: Reading – 18 or higher, Writing – 17 or higher, Math – 21 or higher

CPT: Reading – 83 or higher, Math – 72 or higher, Writing – 83 or higher

- Academic Dual Enrollment

Students may earn both high school and college credit while taking classes on the Daytona State College campus. The credit earned will be awarded at the high school to be used toward graduation, and the college credit is held in escrow until the student graduates from high school. Students must have a minimum 3.0 GPA (un-weighted), be recommended by the counselor and demonstrate emotional maturity and good study habits.

- Career and Technical Dual Enrollment

Students in selected Career and Technical programs at Deltona High School may also dual enroll through Daytona State College but earn college credit in high school courses. Students must have 2.5 or higher GPA with good study habits. All college credits earned through dual enrollment will be held in escrow until the student graduates. See your Career and Technical Program teacher to see if your program is included in this dual enrollment option.

- Early College Option

This acceleration mechanism allows students on track for graduation to begin earning college credit while still in high school. The credits earned will be counted for both high school credit and an A.A. degree. Students must have a 3.0 cumulative, un-weighted GPA and a recommendation from the high school principal or designee. It is also required that the student has met the FCAT requirement for graduation. In order to dual enroll, students must meet one of the following minimum score requirements: Reading: 83; Writing: 83; Elem. Algebra: 72; College Math: 44

English for Speakers of Other Languages (ESOL)

In order to meet the special needs of Limited English Proficient (LEP) students, classes in ESOL are provided. The purpose of this instruction is to enable the students to be mainstreamed as soon as possible into regular classrooms. While learning English, LEP students are encouraged to keep alive the knowledge of their language and to feel proud of the cultures of their native lands.

Florida Comprehensive Assessment Test (FCAT)

Students must attain a minimum score on the Florida Comprehensive Assessment Test (FCAT) in order to receive a standard high school diploma. The Florida Department of Education has said a student must score a 300 on the reading, mathematics sections of the FCAT to meet the graduation requirement. Students will also have to attain a passing score on the newly implemented science section in the near future. Score requirements are subject to change according to state legislative decisions.

Florida Department of Education Resources

FCAT Explorer offers five free online programs for Florida's public school students that offer practice for the skills tested on the FCAT and include features to help students get the most from their study time. The system features three practice programs created especially for middle school students—Reading Island, Interactive Library, and Math navigator—and two practice programs created for grade ten students—Reading Timeline and Math Timeline. Students may use the system on any computer connected to the Internet, whether at school, at the library, or at home. Visit www.fcatexplorer.com

Directions for accessing FCAT Explorer: www.fcatexplorer.com

1. Username: last name and first initial (no space)
 2. Password: **64** then 1st four letters of last name, birth month (mm) and day (dd)
(more common names may have an additional field)
- Email dbraswel@volusia.k12.fl.us if you experience any difficulties.

FACTS.org (www.facts.org) is Florida's free academic advising Web site. The site includes services to help students prepare for success in school and beyond. FACTS.org makes it easy for public middle and high school students and their parents to be actively involved in their academic and career planning. By establishing a log-in ID, students can create an ePersonal Education Plan (ePEP) that maps out high school coursework according to individual goals. Students can also monitor their progress by running evaluations against transcript information and the requirements for high school diplomas, State University System admissions, Bright Futures Scholarships, and a new federal grant called the Academic Competitiveness Grant (ACG). FACTS.org services support Department of Education initiatives and legislative reforms. For more information, contact the FACTS.org Help Desk toll-free at (866) 324-2618 or via e-mail at facts@admin.usf.edu.

Directions for accessing FACTS.ORG:

1. Click on High School Academic Evaluation.
2. Choose New - Create Login ID and Password
3. Complete form
4. Create Login ID and Password
5. Click submit

Florida Counseling for Future Education Handbook is a comprehensive guide designed for Florida's middle and high school counselors to help advise students who will enroll in Florida's postsecondary institutions. The Handbook is updated annually with the most current version available on FACTS.org. Please select "Advising Manuals" from the home page main menu.

Office of Student Financial Assistance (OSFA) administers state-funded grants/scholarship programs and federal student loan financial aid programs to assist students with the costs of postsecondary education. For information, go to www.studentfinancialaid.org or call toll-free (888) 827-2004.

Federal Student Aid is your source for free information from the U.S. Department of Education on preparing for and funding education beyond high school. Visit www.studentaid.ed.gov

Talented 20 Program provides eligible students guaranteed admission to one of the 11 state universities. Please note that while eligible students are guaranteed admission to one of the state universities, they may not necessarily be admitted to the campus of their choice. These students are given priority funding from the Florida Student Assistance Grant Program, although this program provides no scholarships. For more information on how to qualify, visit www.studentfinancialaid.org or call the Student Support Services Project office at (850) 922-3727.

CHOICES Web site is a comprehensive career information system that uses a flexible approach combining graphics, multimedia, and search strategies to allow students to explore career and educational options. The site includes links to key Web sites related to career exploration to help students plan for a career. Visit www.Florida.echoices.com

Career Voyages Web site provides information and guided support for students in determining the best career path for their interests and abilities. The site includes Florida-specific information about high-growth jobs with better wages, including new career fields, video tours for students, and an online interest inventory. Visit www.careervoyages.gov

Remediation

***NOTE* All students scoring a level 1 or 2 on the most recent FCAT are required to take a reading course.**

- **Intensive Reading**

Students who scored a Level 1 on FCAT in reading or in math are mandated by the state to be enrolled in these elective courses. The focus is to increase achievement in the concepts and skills necessary to achieve basic mastery in these subjects to pass FCAT.

- **Tutoring Opportunities, Success Sessions, and Achievement Expectation Labs**

Multiple tutoring opportunities are available free of charge at Deltona High School. See your teacher for times and locations.

- **Credit Retrieval Lab (APEX) - Recommended FCAT Reading Level 3 or Higher**

The Credit Retrieval Lab is a computer-based drop out prevention program that serves students who are deficient in academic credits required to graduate. Students entering the CRL must have failed the course(s) required for graduation. For credit to be awarded, a student must earn a "C" or better. All CRL courses meet standard state graduation requirements. In order for students to be placed in the CRL, they must complete applications and be evaluated using the Volusia County Drop Out Prevention Criteria. The Credit Retrieval Lab is a voluntary program with limited enrollment. Contact your school counselor for further information.

- **Summer School - Recommended FCAT Reading Level 3 or Higher**

Summer School remediation through the Credit Retrieval Lab will be held in summer of 2010. Applications will be available in late spring. See your school counselor for information.

IMPORTANT NOTE REGARDING REMEDIATION: Students who fail a core course will be offered the following choice for remediation: **Retake the failed portion in Credit Retrieval Lab (APEX).**

Deltona High School Academies

(<http://schools.volusia.k12.fl.us/deltonahigh/academies/index.htm>)

Academy of Entrepreneurship, Marketing and Management (Application Required)



The Academy of Entrepreneurship, Marketing and Management is designed to provide students with an opportunity for growth and high wage career paths in the business arena such as marketing, management, business ownership, human relations and finance.

The goal of the academy is to offer a rigorous program of studies that can lead to qualification for Gold Seal scholarship, interaction with business leaders in the community, work-based learning, and business experience through a school-based business and post-secondary preparation. Students will also be members of DECA which is an international club for high school and college students.

*For more information regarding the program, please contact:

Kim Norman (Academy Director) kinorman@volusia.k12.fl.us or call 386-575-4153 ext. 44116

Program Benefits

Interdisciplinary curriculum
Hands-on learning
Business Guest speakers
Volunteer opportunities
Community involvement
Individualized counseling
Scholarship opportunities
DECA Competition
School-based Enterprise
Business Field Trips

Admission Requirements

Completed application
Cumulative GPA of 2.5 or higher
Satisfactory attendance & discipline

Requirement to Remain in the Program

2.0 GPA in core academic classes
2.5 GPA in academy courses
Satisfactory attendance & discipline
Clear desire to pursue a career in the business field
Participation in DECA activities and competition

Deltona High School Academy of Entrepreneurship, Marketing and Management 4 Year Plan

Freshman	Sophomore	Junior	Senior
Marketing Essentials	Marketing Applications	Marketing Management	Marketing Directed Study
Academy English I Honors	Academy English II Honors	Academy English III Honors or AP	Academy English IV Honors or AP

Drafting and Trade Related Occupations Academy

(Application Required)



The Drafting and Trade Related Occupations Academy is an opportunity for students to become involved in a program that combines activities and projects in both design and construction or production technologies.

Academy students will explore various methods of Drafting and Design used in Mechanical and Civil Engineering, Construction, and Architecture and can achieve AutoCAD certification after completing the third year in Drafting by passing an industry test. Students also participate in production activities that can lead to project entry and recognition at the Volusia County Fair and Gold Seal Scholarships. The goal of the academy is to offer a challenging program of an interdisciplinary and relevant curriculum for a technological future.

Students apply for acceptance into this program as incoming freshmen and must meet admission criteria. Applications can be obtained from Academy Director, Career Connection Facilitator, and the school web site: <http://schools.volusia.k12.fl.us/deltonahigh/>. A limited number of applicants will be accepted into the program. Qualified late applicants will be placed on a waiting list until possible program openings become available. The deadline for applications is spring 2010.

*For more information regarding the program, please contact:

Randy Griffin, (Academy Director) rjgriffi@volusia.k12.fl.us or call 386-575-4153 ext. 44078

Admission Requirements

Completed application
Minimum 2.0 GPA
Satisfactory attendance and discipline

Program Benefits

AutoCAD Certification
Career focused curriculum
Hands-on, project oriented learning
Preparation for admission to the ATC
Scholarship opportunities

Deltona High School Drafting and Trade Related Occupations Academy 4-Year Plan

Freshman	Sophomore	Junior	Senior
Drafting/Illustrative Design Tech I	Drafting/Illustrative Design Tech II	Drafting/Illustrative Design Tech III	
Production Tech I	Production Tech II	Production Tech III	
Academy Algebra I or Academy Geometry	Academy Geometry or Academy Algebra II or higher	Academy English III Honors or AP	Advanced Technology Applications

The Academy of Graphic Art and Design (Application Required)



The Academy of Graphic Art and Design is a career based program designed to give students the chance to explore careers in the areas of Graphic Arts Technology including: Offset Printing, Technical Writing, Business Systems, Journalism, and Digital Design.

Students apply for acceptance into this program as incoming freshmen and must meet admission criteria. Applications are available beginning in January of 2011. Applications can be obtained from middle school counselors, the Academy School Counselor, Academy Director, the Career Connection Facilitator, or from the school website.

A limited number of applicants will be accepted into the program. Qualified late applicants will be placed on a waiting list until possible program openings become available. The deadline for applications is spring 2010.

*For more information regarding the program, please contact:

Keith Wallace, (Academy Director) kwallace@volusia.k12.fl.us or call 386-575-4153 ext. 44079

Admission Requirements

Completed application

Minimum 2.0 GPA

Satisfactory attendance and discipline

Deltona High School Academy of Graphic Art and Design 4-Year Plan

Freshman	Sophomore	Junior	Senior
Academy English I Honors	Academy English II Honors	Academy English III Honors or AP	Academy English IV Honors or AP
Communication Tech I	Communication Tech II	Communication Tech III	Advanced Technology Applications
Computing for College and Careers	Digital Design I	Digital Design II	Digital Design III



Health Services Academy (Application Required)



The Health Services Academy is a career based program where students can explore careers in the field of health care. The academy is based on a strong partnership between Deltona High School and members of the local health care community. Courses offer students the chance to participate in an intensive medical preparation combined with their recommended academics. Students who apply and are accepted into the program will take part in a unique learning environment that helps to give them a clear career path and focus on post-secondary preparation.

The upper level medical courses are taught by a Registered Nurse, and students have the option of both dual enrollment credits and qualification for Gold Seal Scholarships. Students also have the chance to interact with guest speakers who are professionals in the community, to take part in job shadowing placements, to participate in field study trips, and to join the national co-curricular student organization Health Occupations Students of America (HOSA).

A limited number of students are accepted into the program as incoming freshmen. Applications become available in January. Once seats are filled, late applicants will be placed on a waiting list for consideration, if openings become available. Students accepted in the program are required to wear medical scrubs bi-monthly.

Program Benefits

- Interdisciplinary curriculum
- Hands-on-learning
- Clinical experiences
- Guest speakers
- Volunteer opportunities
- Community involvement
- Individualized counseling
- Scholarship opportunities
- Affiliation with a national organization (HOSA)

Admission Requirements

- Completed application
- Cumulative GPA of 2.5 or higher

Requirements to Remain in the Program

- 2.0 GPA in core academic courses
- 2.5 GPA in academy courses
- Satisfactory attendance & discipline
- Clear desire to pursue a career in health care

Senior/Honor Cords for program graduates

NOTE: 100 hours of community service from grades 9-12 are required for awarding of the honor cord.

Dual enrollment credit in escrow

NOTE: Dual enrollment is offered for both Health Science I & II. Students must complete the required paperwork and be accepted to earn this free college credit.

Dual enrolled DSC Health Careers Program

NOTE: This specialized program is offered through DSC and allows qualified senior Academy students to have the chance to study for and obtain training in a health science career. An additional application procedure is required for this program and seats are limited.

Industry Certifications: Adult CPR, Child CPR, Infant CPR, AED Use, First Aid (American Red Cross / ASHI), Patient Care Assistant (DSC), Nurse Aide and Orderly (DSC), EKG Technician (DSC) and First Responder BLS Certification

Required Academy Courses

- Freshman – Medical Skills & Services (year)
- Sophomore - Health Science II (year)
- Junior - Health Science I (year)
- Senior – First Responder III (year)

Suggested Academy Electives

- First Aid & Safety (10)

*For more information regarding the program, please contact:

Alisha Kellett, (Academy Director) adkellet@volusia.k12.fl.us or call 386-575-4153 ext. 44082

**Deltona High School
Health Services Academy
4-Year Plan**

Freshman	Sophomore	Junior	Senior
English I Honors	English II Honors	English III Honors (Academy)	English IV Honors or AP (Academy)
World History	Math	Math	Economics / Government
Math	Chemistry Honors (Academy)	Health Science 1 (Academy)	Math
Biology Honors (Academy)	Health Science 2 (Academy)	Foreign Language	Science (varies)
Medical Skills & Services (Academy)	Foreign Language	Elective (2 credit)	First Responder 2 (Academy)
Personal Fitness (.5 credit)	First Aid & Safety (.5 credit)	Science (varies)	Psychology 1 & 2
Elective (1.5 credit)	Elective (.5 credit)		Elective (1 Credit)
	American History		

Suggested Academy Electives

Child Development/Early Childhood
Agriscience Foundations/Technology
Law Studies
Psychology 1 & 2 (11, 12)
Anatomy & Physiology (11,12)
First Aid & Safety (10)

Daytona State College Health Careers Dual Enrolled Program (Application Required)



- This specialized program is offered through DSC and allows qualified seniors to have the chance to study a variety of topics in health science careers.
- Seniors who are accepted into the program must have transportation to the DSC West Campus located in Deland.
- Students leave the DHS campus and spend the remainder of the school day studying with a DSC instructor.
- Students complete traditional class work in conjunction with clinical experiences at hospitals and assisted living facilities.
- An additional application procedure is required for this program and seats are limited. Applications become available in the spring of each school year.
- Successful completion of this course of study can allow students to earn free college credits and qualify for Gold Seal scholarship opportunities.
- DSC courses that the students enroll in:
 - Medical Terminology
 - Introduction to Healthcare
 - Concepts of Disease
 - EKG Aide
 - Patient Care Assisting
- Certificate earned at program completion:
 - Nurse Aide and Orderly Certificate
 - Patient Care Assistant (CNA)
 - EKG Technician
- Contact Information:
Contact: Sheryl L. Gray, RN, MSN
Professor/Assistant Chair Dual Enrollment Health Careers and CNA
Daytona Beach College – Daytona Beach Campus, BLDG. 320, Rm. 213
Phone 506-3726 email: grays@dbc.edu
Access our web page via: www.dbc.edu

Advancement Via Individual Determination (AVID) (Application and Interview Required)

The AVID Program is a four year program that is designed to ensure that students who desire to attend college are given curriculum and support to prepare them for their success. The goal of AVID is to provide rigor, support, tutorials, and increase their enrollment in a four-year colleges. The students, teachers, administrators, counselors, and community professionals all work together to ensure the achievements.

The program requires that students enrolled be committed to complete all the requirements. Each student takes the AVID elective class which supports curriculum that includes writing, inquiry, collaboration and reading. Students chosen will be given an opportunity to take honor and Advanced Placement (AP) classes with AVID trained teachers, attend college/ cultural field trips and partake in college-led tutorials.

Enrollment into this program is available for students that are freshman and sophomores. A waiting list will be started once all the seats are taken. Applications become available in January.

*For more information regarding this program, please contact:

Rebecca Yurich (AVID Coordinator): ryurich@volusia.k12.fl.us or call 386-575-4153 ext. 44074

Benefits of AVID

- ❖ Interdisciplinary curriculum / Increase enrollment in 4-Year University
- ❖ Bi-weekly Tutorials / Entrance into honor classes
- ❖ College/ Cultural Arts visits / Teacher / Administrative support
- ❖ Scholarship opportunities / Advanced Placement opportunities
- ❖ Support with core classes / Guest speakers
- ❖ Community involvement / Volunteer opportunities
- ❖ Quarterly Parent/Student Training

Required AVID Courses

AVID I – HONORS WEIGHTED COURSE

Year / 1 credit 9

1700390/LOK

Prerequisite: Recommendation and Interview

Advancement Via Individual Determination (AVID) is an elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop **fundamental skills** and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving and inquiry. This course also guides students to pursue a college education and assist in the exploration and application process. Career exploration is introduced as part of college planning. Course topics include critical reading and vocabulary development, college preparatory writing skills, and logic, problem solving and inquiry techniques.

AVID II – HONORS WEIGHTED COURSE

Year / 1 credit 10

1700400/LOM

Prerequisite: Recommendation and Interview

Advancement Via Individual Determination (AVID) is an elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop **basic skills** and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving, and inquiry. This course also guides students to pursue a college education and assists in the exploration and application process. Course increases career exploration.

AVID III COLLEGE READINESS 1 – HONORS WEIGHTED COURSE

Year / 1 credit 11

1700410/LON

Prerequisite: Recommendation and Interview

Advancement Via Individual Determination (AVID) is an elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop **intermediate skills** and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving, and inquiry. This course also guides students to pursue a college education and assists in the exploration and application process. Students prepare for college entrance exams and continue career exploration for college.

Prerequisite: Recommendation and Interview

Advancement Via Individual Determination (AVID) is an elective class that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop **advanced skills** and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving, and inquiry. This course also guides students to pursue a college education and assists in the exploration and application process and financial aid / scholarship process. Students prepare for college entrance exams and continue career exploration for college.

Early Childhood Education Program



Upon completion of Early Childhood Education I, II, III, and IV

- Preparation for the student for initial employment in a child care program.
- Certification can be obtained by passing state test for the 10 and 30 hours competencies for the Department of Children and Families
- Credit in escrow at Daytona State College toward an Associate of Science Degree in Child Development.
- Gold Seal Scholarship if requirements are met by the student.

NOTE - Due to the circumstances of this program, an application and Student/Parent Contract is required. Requirement for each level will be to take a Department of Children and Families (DCF) test. This will be needed to complete training for student's DCF Introductory Child Care Certificate to be employed in a day care center.

EARLY CHILDHOOD EDUCATION I: Grade 10-11

Course will assist students in acquiring competence in state rules and regulation, clean, safe and healthy learning environments, principles of child development; developmentally appropriate practices; including; methods of guidance; professionalism; communication; leadership and organizational skills; community resources; and career opportunities.

EARLY CHILDHOOD EDUCATION II: Grade 11-12 only (Must have completed ECE I)

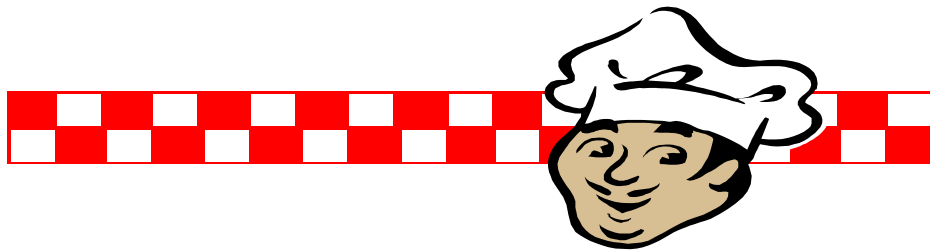
This course will assist students to identify various observations and recording methods; to maintain a safe, clean and healthy learning environment; to guide physical, intellectual, social and emotional development activities; to assist with the food service program; to use appropriate guidance and discipline techniques, and to identify and report suspected child abuse and neglect.

EARLY CHILDHOOD EDUCATION III: Grade 12 only (Must have completed ECE I & II)

This course will assist students in guiding young children in physical, intellectual, social and emotional development activities; to demonstrate communication and employability skills; to develop and maintain a professional attitude toward child care; to provide classroom management skills; to teach developmentally appropriate curriculum, and obtain certification in Community First Aid and Safety.

EARLY CHILDHOOD EDUCATION IV: Grade 12 only (Must have completed ECE I, II & taking III)

This course will assist students in guiding young children in physical, intellectual, social and emotional development activities; to demonstrate communication and employability skills and to develop and maintain a professional attitude toward child care.



Culinary Arts Program

Whether you are looking to enter the job market or making plans for college, the Culinary Arts Program is a great first step. With Culinary Arts Program, students develop a solid core of transferable skills that can be applied to a wide variety of food service careers. The Arts Program helps prepare students for a school to career future in the food service and hospitality industry or possible entry in a four year culinary program. This program was developed by the National Restaurant Association to provide students with the chance to explore career opportunities and gain the skills needed to operate and manage a foodservice operation by joining classroom learning with on the job experience.

Culinary Arts Year 1

Students will acquire competence in customer relations, preparing and serving safe food, preventing accidents and injuries, kitchen basics, food service equipment, nutrition, breakfast foods, sandwich making, teamwork skills, salads and garnishing, business math, fruits, vegetables, and food cost control. Lab Fee: \$25.00 per semester

Culinary Arts Year 2

Students will acquire the understanding of the career opportunities in the food service industry and begin to develop a personal portfolio. Students develop competence in potatoes, grains, legumes and pasta, traditional service styles, tools and utensils, meal service, customer service, handling customer complaints, baking products, quick and yeast breads, cakes, pastries, pies, cookies, stocks, soups, mother sauces, tourism, and retail industry. Lab Fee: \$25.00 per semester

Culinary Arts Year 3 – Honors option available

Students will acquire competence in career search, college/job applications, continue developing their personal portfolio, study the design of the modern restaurant, world cuisines, history of the industry, desserts, sauces, tortes, chocolates, marketing and menu development, purchasing and inventory control, meat, poultry and seafood. Lab Fee: \$25.00 per semester

Upon successful completion of Culinary Arts 1, 2, 3:

- Safe Staff Food Handler certificate
- Volusia County Culinary Operations Certificate
- Dual Enrollment with DSC Qualify for certification with optional testing
- Serve Safe Certification
- Prep Cook
- Cook

Scholarships

- Gold Seal
- FCCLA Club Membership, Officer, State and National Competitions
- Johnson & Wales University Competitions
- Various other recipe and talent scholarship opportunities



Drafting Program

Drafting is drawing plans for many types of industry including; Manufacturing, Construction, Architecture, Engineering, Surveying...etc. If it needs to be built, then it will be drafted first. Deltona High has a drafting program that enables you to understand the drawing and engineering world. The program is designed to teach the student how to communicate ideas through; sketching, mechanical drawing with instruments, or drafting a plan using the computer.

DRAFTING / ILLUSTRATIVE DESIGN SYSTEMS

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of drafting/illustrative design systems.

DRAFTING / ILLUSTRATIVE DESIGN TECH I

This course is designed to help the student understand drafting using basic drafting tools and the computer. They are taught; how to properly use drafting tools, drawing with accuracy, dimensioning, architectural applications, and 3D modeling.

DRAFTING / ILLUSTRATIVE DESIGN TECH II

This course provides students with an intermediate understanding of the knowledge, human relations, and technical skills of drafting and design technology. The content includes, but is not limited to, a study of the purposes, instruments, processes, and technical skills of drafting technology. The content and activities will also include the study of entrepreneurship, safety, and leadership skills.

DRAFTING / ILLUSTRATIVE DESIGN TECH III

This course provides students with an advanced understanding of the knowledge, human relations and technical skills of drafting and design technology. The content includes, but is not limited to, a study of the purposes, instruments, processes, and technical skills of drafting technology. The content and activities will also include the study of entrepreneurship, safety, and leadership skills.

ADVANCED TECHNOLOGY APPLICATIONS

The purpose of this course is to provide students with the opportunity to develop a project from "vision" to "reality." Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project." This would involve using ALL of the knowledge previously learned, not only in technology education but across the curriculum. To enroll in Advanced Applications in Technology, a student must have: 1. Completed three credits of a Technology Education program. 2. Received permission of the supervising Technology Education Instructor. This Advanced Applications in Technology course can be taken by a student for one or more semesters. A student may earn multiple credits in this course.



Production Technology Program

Production Technology is a hands on course designed around the skills, materials and processes of the manufacturing world. Using traditional and modern high tech tools and machinery, wood and various other materials are used to create useful and artful products. The program is designed to teach the student how to develop their skills in using the tools, imagination and thought processes to make projects.

PRODUCTION SYSTEMS

This is a semester course designed to introduce the student to the basics of Production. The student will learn to use entry level machines and master basic woodworking skills.

PRODUCTION TECHNOLOGY I

This is a yearlong course that will provide the student with an understanding of basic safety, woodworking tools and machines, and material characteristics. The student will use the tools and machines to convert raw material into useful products.

PRODUCTION TECHNOLOGY II

This is a yearlong course that will provide the student with opportunities to develop intermediate skills in the use of woodworking machines and materials. Computer driven machines are introduced into the production process which allows for the student increase their skills and knowledge of manufacturing.

PRODUCTION TECHNOLOGY III

This is a yearlong course that will provide the student with opportunities to develop advanced skills in woodworking. The course provides more individual study as it relates to the use of the machines and materials used and developed in the first two courses.

ADVANCED TECHNOLOGY APPLICATIONS

This is a multi-credit course designed to provide the student with the opportunity to develop and create projects from a “vision” to a finished product. All of the students’ skills and abilities developed over the first three courses are honed to a competitive level.



United States Army Junior ROTC



The U.S. Army's Junior Reserve Officers' Training Corps (JROTC) is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self discipline. Its focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

The JROTC program intends to teach cadets to:

- Maximize potential for success through learning and self-management
- Develop leadership skills
- Incorporate principles of mental and physical wellness into behaviors and decisions
- Build effective relationships with peers, co-workers, and the community
- Apply physical and political geography to building global awareness
- Correlate the rights and responsibilities of citizenship to the purposes of the U.S. government
- Relate events in U.S. history to choices and responsibilities American have today
- Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society.

These Program outcomes, along with linked Core Abilities, describe what JROTC cadets will know and be able to do upon successful completion of the JROTC Program. The JROTC Curriculum is linked to McRel K-12 content standards. McRel is a nationally recognized, private, nonprofit organization dedicated to improving education for all through applied research, product development and service. The JROTC program consists of up to four levels of LET instruction. The curriculum is based on the principles of performance-based, learner-centered education. It is intended to engage cadets in active learning. The course length is four years in a traditional high school (grades 9-12).

- Appreciate the ethical values and principles that underlie good citizenship.
- Develop leadership potential, while living and working cooperatively with others.
- Be able to think logically and to communicate effectively with others, both orally and in writing.
- Appreciate the importance of physical fitness in maintaining good health.
- Understand the importance of high school graduation for a successful future, and in college and other advanced educations and employment opportunities.
- Develop mental management abilities.
- Become familiar with military history as it relates to America's culture, and understand history, purpose, and structure of the military services.
- Develop the skills necessary to work effectively as a member of a team.
- Honors Option: Leadership III and Leadership IV

***NOTE* Students are required to wear the military uniform weekly and possess positive bearing and appearance as a JROTC cadet. Students must wear military style haircut.**

Florida Gold Seal Programs are tied to Deltona's Career and Technical Education Programs

The Florida Gold Seal Program is part of the Bright Futures Scholarship Program. Students should talk to their school counselor for more information. Deltona High offers the following Gold Seal Programs.

Agriscience and Natural Resources

Agritechnology **8106800**

Agriscience Foundations I
Agritechnology I
Agritechnology II

Agricultural Sales & Service **8116000**

Agriscience Foundations I
Agricultural Sales & Service II
Agricultural Sales & Service III *

Business and Marketing

Digital Design **8209600**

Computing for College & Careers
Digital Design I *
Digital Design II *
Digital Design III *

Web Design Services **8207500**

Computing for College & Careers
Web Design I *
Web Design II *
Web Design III *

Marketing **8827100**

Marketing Essentials
Marketing Applications *
Marketing Management

Engineering and Manufacturing

Communications Technology **8601000**

Communications Tech I *
Communications Tech II *
Communications Tech III *

Drafting / Design Technology **8600800**

Drafting / Illustrative Design Tech I *
Drafting / Illustrative Design Tech II *
Drafting / Illustrative Design Tech III *

Production Technology **8604000**

Production Tech I *
Production Tech II *
Production Tech III *

Health and Human Services

First Responder **8417170**

Health Science I
Health Science II
First Responder III

New Early Childhood Education **8405100**

Early Childhood Ed. I

Early Childhood Education **8503210**

Early Childhood Ed. II *
Early Childhood Ed. III *

Culinary Arts **8800500**

Culinary Arts I
Culinary Arts II
Culinary Arts III

* Note - Courses identified with an * meet the Arts requirement for graduation.

VOLUSIA COUNTY SCHOOLS' CAREER & TECHNICAL EDUCATION
CREDIT OPTION FOR COURSES OFFERED AT DAYTONA STATE COLLEGE
2011-2012

The courses listed below have been matched between Volusia County Schools and Daytona State College. High school students completing these matched courses with a "B" or higher are eligible for **Credit in Escrow** for the course to be collected upon enrollment at DS College within five years after graduation from high school.

PROGRAM	HIGH SCHOOL COURSE
BUSINESS	8209020 Computing for College and Careers
	8207110 Web Design I
CULINARY ARTS	8800510 Culinary Arts I
	8800520 Culinary Arts II
	8800530 Culinary Arts III
EARLY CHILDHOOD	8405100 Early Childhood Ed. I
	8503212 Early Childhood Ed. II
	8503213 Early Childhood Ed. III
HEALTH	8417100 Health Science I
	8417110 Health Science II
MARKETING	8827130 Marketing Management
TECHNOLOGY	8600820 Drafting & Design Technology II
	8600830 Drafting & Design Technology III
	8601900 Advanced Technology Applications

CAREER AND TECHNICAL EDUCATION

Courses below meet the Fine Arts High School Graduation Requirement

Program Area	Course Name
Agriculture	Agriculture Sales and Service III
Business	Digital Designs I
Business	Digital Designs II
Business	Digital Designs III
Business	Web Design I
Business	Web Design II
Business	Web Design III
Business	Marketing Applications
Communications Technology	Communications Technology I
Communications Technology	Communications Technology II
Communications Technology	Communications Technology III
Career and Technical Education	Advanced Technology Applications
Drafting/Illustrative Design Technology	Drafting/Illustrative Design Tech I
Drafting/Illustrative Design Technology	Drafting/Illustrative Design Tech II
Drafting/Illustrative Design Technology	Drafting/Illustrative Design Tech III
Production Technology	Production Technology I
Production Technology	Production Technology II
Production Technology	Production Technology III
Early Childhood Education	Early Childhood Education II
Early Childhood Education	Early Childhood Education III
ARMY – JROTC	Army Leadership Education and Training I
ARMY – JROTC	Army Leadership Education and Training II
English	Journalism

Special Waiver Courses

PE Credit	Interscholastic Sports
PE Credit	JROTC
PE Credit	Marching Band
Performing Arts Credit	JROTC
Science Credit	Agriscience 1

Course Descriptions

CAREER & TECHNICAL EDUCATION

AGRISCIENCE AND NATURAL RESOURCES



AGRITECHNOLOGY

AGRISCIENCE FOUNDATIONS I

8106810/UWT

No Prerequisite / Job Prep

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; Agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in Agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment. May be used for a science credit.

Year / 1 credit

9, 10, 11, 12

(GOLD SEAL COURSE)

AGRITECHNOLOGY I

8106820/UWW

Prerequisite: Agriscience Foundations / Job Prep

This course is designed to develop competency in the area of breeding livestock, livestock nutrition, irrigation, harvesting and marketing, facility maintenance, recordkeeping, safety and employability skills.

Year / 1 credit

10, 11, 12

(GOLD SEAL COURSE)

AGRITECHNOLOGY II

8106830/UWX

Prerequisite: Agritechnology I / Job Prep

This course is designed to develop competency in the areas of animal health, weed and pest control, equipment maintenance, record keeping and employability skills.

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

AGRITECHNOLOGY II HONORS - OPTION

8106830H/UWXH

Prerequisite: - Agritechnology I / Job Prep
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

AGRICULTURAL SALES & SERVICE

AGRISCIENCE FOUNDATIONS I

8106810/UWT

No Prerequisite / Job Prep

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; Agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in Agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment. Course may be used for a science credit.

Year / 1 credit

9, 10, 11, 12

(GOLD SEAL COURSE)

AGRICULTURAL SALES & SERVICE II

8116010/UWR

Prerequisite: Agriscience Foundations I / Job Prep

This course is designed to develop competency in the area of breeding livestock, livestock nutrition, irrigation, harvesting and marketing, facility maintenance, record keeping, safety and employability skills.

Year / 1 credit

10, 11, 12

(GOLD SEAL COURSE)

AGRICULTURAL SALES & SERVICE III

8116020/UWS

Prerequisite: Agricultural Sales and Service II

This course is designed to further develop competencies in the general principles of agribusiness; students will be performing agricultural business activities; merchandising and selling agricultural products and services; performing promotional activities and demonstrating a clear understanding of local, state, and federal rules and regulations.

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement

BUSINESS AND MARKETING

DIGITAL DESIGN

COMPUTING FOR COLLEGE AND CAREERS

8209020/VME

No Prerequisite

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

Year / 1 credit

9, 10, 11, 12

(GOLD SEAL COURSE)

DIGITAL DESIGN I

8209510/VOO

Prerequisite: Computing for College and Careers / Job Prep

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities, and digital imaging.

Year / 1 credit

10, 11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement

DIGITAL DESIGN II

8209520/VOP

Prerequisite: Digital Design I / Job Prep

This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations, layout, design, and measurement activities; decision-making activities, and digital imaging.

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement

DIGITAL DESIGN II HONORS - OPTION

8209520H/VOPH

Prerequisite: - Digital Design I / Job Prep
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement

DIGITAL DESIGN III

8209530/VOQ

Prerequisite: Digital Design II / Job Prep

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities.

Year / 1 credit

12

(NOT A GOLD SEAL COURSE)

Meets the Arts requirement

DIGITAL DESIGN III HONORS - OPTION

8209530H/VOQH

Prerequisite: - Digital Design II / Job Prep
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

Year / 1 credit

12

(NOT A GOLD SEAL COURSE)

Meets the Arts requirement

WEB DESIGN SERVICES



COMPUTING FOR COLLEGE AND CAREERS

8209020/VME

No Prerequisite / Job Prep

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

Year / 1 credit

9, 10, 11, 12

(GOLD SEAL COURSE)

WEB DESIGN I

8207110/VNP

Prerequisite: Computing for College and Careers / Job Prep

This course is designed to provide a basic overview of the Internet, Intranet, and WWW. The content includes operating systems; basic HTML commands; navigation of the Internet, Intranet, and Web; and Web page design.

Year / 1 credit

10, 11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement

WEB DESIGN II

8207120/VNQ

Prerequisite: Web Design I / Job Prep

This course provides advanced concepts in HTML, design, and internet tools. The content includes Internet/Intranet tools, Web site promotion, advanced HTML commands, advanced page design, and multimedia applications.

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement

WEB DESIGN II HONORS - OPTION

8207120H/VNQH

Prerequisite: - Web Design I / Job Prep
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement

WEB DESIGN III

8207130/VNR

Prerequisite: Web Design II / Job Prep

This course provides advanced concepts in HTML, design, and internet tools.

Year / 1 credit

12

(NOT A GOLD SEAL COURSE)

Meets the Arts requirement

WEB DESIGN III HONORS - OPTION

8207130H/VNRH

Prerequisite: - Web Design II / Job Prep
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

Year / 1 credit

12

(NOT A GOLD SEAL COURSE)

Meets the Arts requirement

MARKETING



MARKETING ESSENTIALS

8827110/YOB

No Prerequisite / Job Prep

This course is designed to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. Course content also includes the fundamentals of marketing and promotion.

Year / 1 credit

9, 10, 11, 12

(GOLD SEAL COURSE)

MARKETING APPLICATIONS

8827120/YOC

Prerequisite: Marketing Essentials / Job Prep

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of marketing occupations. (Cookie Cravings)

Year / 1 credit

10, 11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement

MARKETING MANAGEMENT

8827130/YOH

Prerequisites: Marketing Essentials & Marketing Applications / Job Prep

This course is designed to provide instruction for sustaining career employment in the marketing industry. The content includes applied skills related to the marketing functions; employment skills required for marketing careers; and career planning as related to a marketing industry. * Students work on projects designed for DECA competition at State and National levels.

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

MARKETING MANAGEMENT HONORS - OPTION

8827130H/YOHH

Prerequisites: - Marketing Essentials & Marketing Applications / Job Prep

- Teacher recommendation and contract required

- Honors credit may be awarded at end of year

- See your teacher

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

ON THE JOB TRAINING**MARKETING EDUCATION DIRECTED STUDY**

8800100/XMY

Prerequisite: Completion of a Marketing Education job prep program

This course is designed to provide students with additional competencies or more extensive work-based learning experiences upon completion of a Marketing Education job preparatory program. Course content is prescribed by the instructor and is based upon the individual student's need for classroom directed study tied to a concurrent on-the job training experience. Research, portfolio development, and field experiences may be considered appropriate activities if related to framework outcomes in the job preparatory program.

(Multiple)

11, 12

COMMUNICATIONS TECHNOLOGY**COMMUNICATIONS SYSTEMS (GRAPHIC ARTS)**

8600410/XNP

No Prerequisite / Lab Fee \$15.00

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of communications systems.

Semester / .5 credit

9, 10, 11, 12

COMMUNICATIONS TECHNOLOGY I (GRAPHIC ARTS)

8601010/XMN

No Prerequisite / Lab Fee \$15.00

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of communications technology. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. The content includes, but is not limited to a study of the processes, uses, and technical skills found in visual technologies (both conventional and digital procedures), multimedia production, computer animation and graphics, web page design, electronic media and other new and emerging technologies. This course provides students with an introduction to the knowledge, human relations and technical skills of communications technology.

Year / 1 credit

9, 10, 11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement**COMMUNICATIONS TECHNOLOGY II (GRAPHIC ARTS)**

8601020/XMO

Prerequisite: Communications Tech I / Tech Ed / Lab Fee \$15.00

This course provides students with an intermediate understanding of the knowledge, human relations, and technical skills of communications technology. The content includes, but is not limited to a study of the processes, uses, and technical skills found in visual technologies (both conventional and digital procedures), multimedia production, computer animation and graphics, web page design, electronic media and other new and emerging technologies.

Year / 1 credit

10, 11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement**COMMUNICATIONS TECHNOLOGY III (GRAPHIC ARTS)**

8601030/XMP

Prerequisite: Communications Tech II / Tech Ed / Lab Fee \$15.00

This course provides students with an advanced knowledge of the human relations and technical skills of printing, graphic, digital, and electronic communications technology. The content includes, but is not limited to a study of the processes, uses, and technical skills found in visual technologies (both conventional and digital procedures), multimedia production, computer animation and graphics, web page design, electronic media and other new and emerging technologies.

Year / 1 credit

11, 12

(GOLD SEAL COURSE)

Meets the Arts requirement

COMMUNICATIONS TECHNOLOGY III HONORS – OPTION (GRAPHIC ARTS) Year / 1 credit 11, 12
 8601030H/XMPH (GOLD SEAL COURSE)
Meets the Arts requirement
 Prerequisite: - Communications Tech II / Tech Ed / Lab Fee \$15.00
 - Teacher recommendation and contract required
 - Honors credit may be awarded at end of year
 - See your teacher

ADVANCED TECHNOLOGY APPLICATIONS Year / 1 credit 12
 8601900/XPA (NOT A GOLD SEAL COURSE)
Meets the Arts requirement
 Prerequisite: See description below. / Lab Fee \$15.00
 The purpose of this course is to provide students with the opportunity to develop a project from “vision” to “reality.” Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished “project.” This would involve using ALL of the knowledge previously learned, not only in technology education but across the curriculum. To enroll in Advanced Applications in Technology, a student must have: 1. Completed three credits of a Technology Education program. 2. Received permission of the supervising Technology Education Instructor. This Advanced Applications in Technology course can be taken by a student for one or more semesters. A student may earn multiple credits in this course.

DRAFTING / ILLUSTRATIVE DESIGN TECHNOLOGY

DRAFTING / ILLUSTRATIVE DESIGN SYSTEMS Semester / .5 credit 9, 10, 11, 12
 8600440/XNX
 No Prerequisite / Lab Fee \$10.00
 The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of drafting/illustrative design systems.

DRAFTING / ILLUSTRATIVE DESIGN TECH I Year / 1 credit 9, 10, 11, 12
 8600810/XMF (GOLD SEAL COURSE)
Meets the Arts requirement
 No Prerequisite Tech Ed / Lab Fee \$10.00
 The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of drafting and design technology. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. The content includes, but is not limited to, a study of the purposes, instruments, processes, and technical skills of drafting technology. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This course provides students with an introduction to the knowledge, human relations, and technical skills of drafting technology.

DRAFTING / ILLUSTRATIVE DESIGN TECH II Year / 1 credit 10, 11, 12
 8600820/XMG (GOLD SEAL COURSE)
Meets the Arts requirement
 Prerequisite: Drafting & Design Tech I / Tech Ed / Lab Fee \$10.00
 This course provides students with an intermediate understanding of the knowledge, human relations, and technical skills of drafting and design technology. The content includes, but is not limited to, a study of the purposes, instruments, processes, and technical skills of drafting technology. The content and activities will also include the study of entrepreneurship, safety, and leadership skills.

DRAFTING / ILLUSTRATIVE DESIGN TECH III Year / 1 credit 11, 12
 8600830/XMH (GOLD SEAL COURSE)
Meets the Arts requirement
 Prerequisite: Drafting & Design Tech II / Tech Ed / Lab Fee \$10.00
 This course provides students with an advanced understanding of the knowledge, human relations and technical skills of drafting and design technology. The content includes, but is not limited to, a study of the purposes, instruments, processes, and technical skills of drafting technology. The content and activities will also include the study of entrepreneurship, safety, and leadership skills.

DRAFTING / ILLUSTRATIVE DESIGN TECH III HONORS - OPTION Year / 1 credit 11, 12
 8600830H/XMHH (GOLD SEAL COURSE)
Meets the Arts requirement
 Prerequisite: - Drafting & Design Tech II / Tech Ed / Lab Fee \$10.00
 - Teacher recommendation and contract required
 - Honors credit may be awarded at end of year
 - See your teacher

ADVANCED TECHNOLOGY APPLICATIONS

8601900/XPA

Prerequisite: See description below. / Lab Fee \$10.00

The purpose of this course is to provide students with the opportunity to develop a project from "vision" to "reality." Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project." This would involve using ALL of the knowledge previously learned, not only in technology education but across the curriculum. To enroll in Advanced Applications in Technology, a student must have: 1. Completed three credits of a Technology Education program. 2. Received permission of the supervising Technology Education Instructor. This Advanced Applications in Technology course can be taken by a student for one or more semesters. A student may earn multiple credits in this course.

Year / 1 credit 12
(NOT A GOLD SEAL COURSE)**Meets the Arts requirement****PRODUCTION TECHNOLOGY****PRODUCTION SYSTEMS**

8600430/XNT

No Prerequisite Tech Ed / Lab Fee \$15.00

This purpose of this course is to provide students with a foundation of knowledge and technically oriented experiences in the study of production systems and its effect upon our lives and the choosing of an occupation.

Semester / .5 credit 9, 10, 11, 12

PRODUCTION TECHNOLOGY I

8600540/XNJ

No Prerequisite Tech Ed / Lab Fee \$15.00

This course provides students with basic knowledge, skills, and attitudes related to the technology of changing one or more industrial materials into useful products. The course content includes the use of tools and machines, characteristics of materials and their processing, safety, and the socioeconomic aspects of production.

Year / 1 credit 9, 10, 11, 12
(GOLD SEAL COURSE)**Meets the Arts requirement****PRODUCTION TECHNOLOGY II**

8600640/XNK

Prerequisite: Production Tech I / Tech Ed / Lab Fee \$15.00

This course provides students with advanced knowledge, skills, and attitudes related to selected industrial materials and processes. Performance standards from the introductory course are expanded and increased knowledge and skills are taught.

Year / 1 credit 10, 11, 12
(GOLD SEAL COURSE)**Meets the Arts requirement****PRODUCTION TECHNOLOGY III**

8601740/XNL

Prerequisite: Production Tech II / Tech Ed / Lab Fee \$15.00

Course provides students with advanced individual study related to the technology of industrial materials and processes, utilizing selected performance standards from the introductory and intermediate courses of this program. Each student must have an individual study plan cooperatively organized with the teacher, or the teacher must have a written lesson outline for this course.

Year / 1 credit 11, 12
(GOLD SEAL COURSE)**Meets the Arts requirement****PRODUCTION TECHNOLOGY III HONORS - OPTION**

8601740H/XNLH

Prerequisite:

- Production Tech II / Tech Ed / Lab Fee \$15.00
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

Year / 1 credit 11, 12
(GOLD SEAL COURSE)**Meets the Arts requirement****ADVANCED TECHNOLOGY APPLICATIONS**

8601900/XPA

Prerequisite: See description below. / Lab Fee \$15.00

The purpose of this course is to provide students with the opportunity to develop a project from "vision" to "reality." Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project." This would involve using ALL of the knowledge previously learned, not only in technology education but across the curriculum. To enroll in Advanced Applications in Technology, a student must have: 1. Completed three credits of a Technology Education program. 2. Received permission of the supervising Technology Education Instructor. This Advanced Applications in Technology course can be taken by a student for one or more semesters. A student may earn multiple credits in this course.

Year / 1 credit 12
(NOT A GOLD SEAL COURSE)**Meets the Arts requirement**

FAMILY AND CONSUMER SCIENCES

CULINARY ARTS

PRINCIPLES OF FOOD PREPARATION

Semester / .5 credit

9, 10, 11, 12

8500390/WPK

No Prerequisite / Lab Fee \$15.00 per semester

The purpose of this course is to prepare students to understand the principles of food preparation, selection and storage, basic food preparation and selection of food services.

CULINARY ARTS I

Year / 1 credit

10, 11, 12

8800510/WSA

(GOLD SEAL COURSE)

Prerequisite: Principles of Food Preparation / Job Prep / Lab Fee \$25.00 per semester

The purpose of this course is to provide students with competencies basic to a cluster of occupations in the food service industry and to develop skills, knowledge, and attitude for success and advancement in a specialized occupational proficiency program. Course content includes employability skills, qualifications and career opportunities; introduction to operational procedures; characteristics and functions of types of food service establishments; safety, sanitation, security, and storage procedures; identifications, use, care and storage of commercial tools and equipment; cooking terms and vocabulary; standard and metric measurements; food preparation; and rules and regulations governing the food industry.

CULINARY ARTS II

Year / 1 credit

11, 12

8800520/WSB

(GOLD SEAL COURSE)

Prerequisite: Culinary Operations I / Job Prep / Lab Fee \$25.00 per semester

This course has increased laboratory instruction and activities so students may develop their skills in using commercial equipment and tools safely and quickly in the preparation of food. Instructional units include planning, scheduling, and simplifying work patterns; cost and portion control; customer relations; management of time, energy, space; and using standard recipes.

CULINARY ARTS III

Year / 1 credit

11, 12

8800530/WSC

(GOLD SEAL COURSE)

Prerequisite: Culinary Operations II / Job Prep / Lab Fee \$25.00 per semester

The emphasis for Culinary Operations III includes the preparation and presentation of the food that has been prepared; preserving the nutritive values of food; following standard recipes for quality control; serving quantity foods; receiving, storing, and issuing foods and supplies; taking inventories, and keeping records; and maintaining clean food preparation and service areas.

CULINARY ARTS III HONORS - OPTION

Year / 1 credit

11, 12

8800530H/WSCH

(GOLD SEAL COURSE)

Prerequisite:

- Culinary Operations II / Job Prep / Lab Fee \$25.00 per semester
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

EARLY CHILDHOOD EDUCATION - Due to the circumstances of this program, an application and Student/Parent Contract is required. Requirement for each level will be to take a Department of Children and Families (DCF) test. This will be needed to complete training for student's DCF Introductory Child Care Certificate to be employed in a day care center.

CHILD DEVELOPMENT

Semester / .5 credit

9, 10, 11, 12

8500310/WPA

No Prerequisite

This course emphasizes knowledge and skills needed to prepare students to understand the nature of child development from prenatal care through age six. The role of communication and guidance in the parent/child relationship are emphasized as well as basic needs and the principles of human development.

EARLY CHILDHOOD EDUCATION I

Year / 1 credit

10, 11

8405110/WQP

(GOLD SEAL COURSE)

No Prerequisite / Child Development is Recommended / Job Prep

The purpose of this course is to assist students to identify career and job opportunities; to maintain a safe, clean and healthy learning environment; to identify principles of child development; to identify age-appropriate physical, intellectual, social and emotional development activities; and to identify rules and regulations that govern child care.

EARLY CHILDHOOD EDUCATION II

Year / 1 credit

11, 12

8503212/WQN

(GOLD SEAL COURSE)

Prerequisite: Early Childhood Education I / Job Prep

Meets the Arts requirement

The purpose of this course is to assist students to identify various observations and recording methods; to maintain a safe, clean and healthy learning environment; to guide physical, intellectual, social and emotional development activities; to assist with the food service program; to use appropriate guidance and discipline techniques, and to identify and report suspected child abuse and neglect.

EARLY CHILDHOOD EDUCATION III

Year / 1 credit

12

8503213/WQO

(GOLD SEAL COURSE)

Prerequisite: Early Childhood Education II / Job Prep

Meets the Arts requirement

The purpose of this course is to assist students to guide young children in physical, intellectual, social, and emotional development activities; to demonstrate communication and employability skill and to develop and maintain a professional attitude toward child care.

EARLY CHILDHOOD EDUCATION III HONORS - OPTION

Year / 1 credit

12

8503213H/WQOH

(GOLD SEAL COURSE)

Prerequisite: - Early Childhood Education II / Job Prep
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

Meets the Arts requirement

EARLY CHILDHOOD EDUCATION IV

Year / 1 credit

12

8503214/WQR

(Not a Gold Seal Course)

Prerequisite: Teacher Recommendation

The purpose of this course is to assist students who plan to complete the ECE program and the DCF 40 hour of Introductory Child Care test and training. Students who complete ECE IV and meet all other requirements for the Early Childhood Professional Certificate (ECPC) can be awarded a CDAE certificate when they turn 18 years of age.

EARLY CHILDHOOD EDUCATION IV HONORS - OPTION

Year / 1 credit

12

8503214H/WQRH

(Not a Gold Seal Course)

Prerequisite: - Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

ARMY – J.R.O.T.C



NOTE - Students are required to wear the military uniform weekly and possess positive bearing and appearance as a JROTC cadet. Students must have military haircut.

*** Note - The JROTC courses coupled below meet Arts requirement for graduation:**

- **ARMY LEADERSHIP EDUCATION I**
- **ARMY LEADERSHIP EDUCATION II**

ARMY LEADERSHIP EDUCATION AND TRAINING I *

Year / 1 credit

9, 10, 11, 12

1801300/LQA

Prerequisite: Teacher Recommendation

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills including leadership principles, values and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided

ARMY LEADERSHIP EDUCATION AND TRAINING II *

Year / 1 credit

10, 11, 12

1801310/LQB

Prerequisite: Leadership Education & Training I & Teacher Recommendation

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction of leadership skills, leadership theories, as well as the basic principles of management. It provides self assessments that help students determine their skills sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

ARMY LEADERSHIP EDUCATION AND TRAINING III

Year / 1 credit

11, 12

1801320/LQC

Prerequisite: Leadership Education & Training II & Teacher Recommendation

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training II. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

ARMY LEADERSHIP EDUCATION AND TRAINING III HONORS – OPTION

Year / 1 credit

11, 12

1801320H/LQCH

Prerequisite: - Leadership Education & Training II & Teacher Recommendation
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

ARMY LEADERSHIP EDUCATION AND TRAINING IV

Year / 1 credit

12

1801330/LQD

Prerequisite: Leadership Education & Training III & Teacher Recommendation

The purpose of this course is to enable students to expand on the skills taught in Leadership and Education and Training III. This course focuses on creating a positive leadership situation, negotiation, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of

leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on the United States are discussed.

ARMY LEADERSHIP EDUCATION AND TRAINING IV HONORS – OPTION Year / 1 credit 12
1801330H/LQDH

Prerequisite: - Leadership Education & Training III & Teacher Recommendation
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

DRIVERS EDUCATION

DRIVER EDUCATION TRAFFIC SAFETY

Note: Course will be offered on select:

- 1) After-school dates and Saturday dates**
- 2) Enrollment is based on first come/first served basis**

DRIVER EDUCATION/TRAFFIC SAFETY Semester / .5 credit 10, 11, 12
CLASSROOM AND LABORATORY

1900310/LTB

No Prerequisite

Content of the course will include a basic knowledge of driving skills, roadway and traffic tasks, factors influencing driver performance and driver responsibilities.

ELIGIBILITY REQUIREMENTS:

- 1. Must be enrolled as a student in a Volusia County Public High School or School of Choice**
- 2. Student must be at least 15 years old on or before the first day of the session**
- 3. Must have a Florida restricted license/learner's permit before the first day of the session**
- 4. Student obtains registration form from registrars office**

FIRST TIME DRIVER COURSE ONLINE:

Students now have a convenient online program that will satisfy their mandatory requirement for passing the Drug Alcohol Traffic Awareness (DATA) course to secure their restricted drivers license. The Florida Department of Highway Safety requires that first-time drivers applying for their learners permit take the four-hour DATA course, which educates the student on the effects of alcohol and other drugs on the driving task and other basic Florida traffic laws. The course may be taken by students as young as 14-years old who are aiming to apply for their learners permit on or after their fifteenth birthday. A student registers at www.volusia.amersc.com, and they will have up to 90 days to complete the course and take the final exam online. For more information, contact Bill Poniatowski, Program Specialist, Physical Education, Health, Driver Traffic Safety & Athletics, at (386) 734-7190, 255-6475 or 427-5223, extension 38386.

ENGLISH

****4 credits in Language Arts are required for graduation.***



ENGLISH I

Year / 1 credit

9

1001310/GNB

No Prerequisite

This course will provide instruction in English language skills including reading, writing, speaking, vocabulary, and listening in the content areas of literature and language. Short stories, drama, and essays will be read and analyzed. Composition will focus on the writing process, particularly essay construction. The study of language will include usage, mechanics, spelling, and other elements of standard written English.

ENGLISH HONORS I

Year / 1 credit

9

1001320/GNC

Prerequisite: Teacher Recommendation

This course includes instruction in critical thinking, reading, speaking, and vocabulary, listening and writing skills. Composition instruction will focus on using the writing process in creative, logical and critical modes. Formal speaking experiences will be provided, and the critical skills of listening and observing will be emphasized. Literature studies will include the short story, drama, poetry, essay and novel. The study of language will include usage, mechanics, spelling, and other elements of standard written English. The level of discourse in classroom discussion will emphasize analysis, synthesis, and evaluation.

ENGLISH II

Year / 1 credit

10

1001340/GNE

Prerequisite: English I

This course will include instruction in reading and vocabulary necessary for comprehension of printed materials. Composition instruction focuses on the writing of essays for various purposes and audiences, using literary and non-literary subjects. Literature study emphasizes analysis of selections found in world literature. The study of mass media will include an analysis of propaganda and persuasion techniques. Speech instruction will include analysis of effective techniques in oral presentations. The study of language will include usage, mechanics, spelling, and other elements of standard written English.

ENGLISH HONORS II

Year / 1 credit

10

1001350/GNF

Prerequisite: English I or English Honors I and Teacher Recommendation

This course will include instruction in universal themes found in world literature as well as the critical analysis of various genres in that literature. Composition will emphasize creative, logical, and critical aspects of writing using Standard English. Formal and informal speaking opportunities will be provided. The study of language will include usage, mechanics, spelling, and other elements of standard written English. The level of discourse in classroom discussion will emphasize analysis, synthesis, and evaluation.

ENGLISH III

Year / 1 credit

11

1001370/GNH

Prerequisite: English II

This course will include composition instruction with frequent practice in writing multiple-paragraph essays in a variety of types, including literary analysis and a documented paper. Listening, speaking, and writing assignments will be related, when appropriate, to the study of American literature. Literature study will include the analysis of various examples of American literary works. Reference skills and methods of summarizing information will be taught. The study of language will include usage, mechanics, spelling, and other elements of standard written English.

ENGLISH HONORS III

Year / 1 credit

11

1001380/GNI

Prerequisite: English II or English Honors II - Pre-AP Teacher Recommendation

This course will include composition instruction with frequent practice in writing multiple-paragraph essays in a variety of types, including literary analysis and a documented paper. Literature study will include the written and oral analysis of American literary works representing the ethnic and cultural diversity of the American experience or world cultures. Reference skills and methods of summarizing information will be taught. Formal and informal oral communication activities will be provided. The study of language will include usage, mechanics, spelling, and other elements of standard written English. The level of discourse in classroom discussion will emphasize analysis, synthesis, and evaluation.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Year / 1 credit

11

1001420/GNM

Prerequisite: English Honors II Honors and Teacher Recommendation

The Advanced Placement course in English Language and Composition is a college-level study of language and writing. Students study rhetoric in a variety of genres to analyze how authors use language. The course emphasizes nonfiction and argumentative writing as preparation for taking the national Advanced Placement exam which many colleges use to award college credits. Mature writing skills are necessary for success in this course. **(A summer reading assignment is required as part of this class. Please see your teacher for details.)**

ENGLISH IV
1001400/GNK

Year / 1 credit

12

Prerequisite: English III

This course will include instruction in written and oral analysis of major literary works of various genres from British, American, or world literatures. Selections include fiction, nonfiction, drama, and poetry chosen for their literary and cultural importance. The course provides frequent opportunities to write both formal and informal papers based on the literary readings. Reference skills and methods of summarizing information will be taught in relation to the production of documented papers. Use of electronic media such as desktop publishing, presentation software, or the internet will be incorporated in the course. Language study will include usage, mechanics, spelling, and other elements of standard written English, as well as the development of the English language in American culture.

ENGLISH HONORS IV
1001410/GNL

Year / 1 credit

12

Prerequisite: English Honors III and Teacher Recommendation

This course emphasizes instruction in written and oral analysis of major literary works of various genres from British, American, or world literatures. Selections include fiction, nonfiction, drama, and poetry chosen for their literary and cultural importance. Composition instruction will emphasize formal critical papers that interpret or respond to literary readings. Reference skills and methods of summarizing information will be taught in relation to the production of documented papers. Use of electronic media such as desktop publishing, presentation software, or the internet will be incorporated in the course. Language study will include usage, mechanics, spelling, and other elements of standard written English, as well as the effect of cultural influences on the development of the English language. The level of discourse in classroom discussion will emphasize analysis, synthesis, and evaluation.

ENGLISH IV: FLORIDA COLLEGE PREP
1001405/GNO

Year / 1 credit

12

Prerequisite: English III and results of the postsecondary education common placement test

The purpose of this course is to provide integrated educational experiences in the language arts strands of listening, viewing, speaking, language, and literature, with a strong focus on reading and writing for college success. This course is targeted for 12th grade students whose common placement test scores indicate that they are not "college-ready" in writing and/or reading. Successful completion of this course while in high school will exempt students from further placement testing and postsecondary remediation in reading and/or writing if they enroll in a Florida college within two years of completion.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
1001430/GNN

Year / 1 credit

12

Prerequisite: English Honors III and Teacher Recommendation

The Advanced Placement course in English Literature and Composition is a college-level study of literature and writing. Students learn how to use the modes of discourse and to recognize assumptions underlying various rhetorical strategies. Through reading, discussion, writing, and listening, students engage literary texts through the resources of language, including literary devices. This course prepares students to take the national Advanced Placement exam which many colleges use to award college credits.

English Electives:

CREATIVE WRITING
1009320/GXC

Semester / .5 credit

9, 10, 11, 12

No Prerequisite

The first component of this course expands the student's writing and language skills needed for individual expression in literary forms. Course content includes analysis of literary models, impact of audience, purpose, and writing mode, writing process strategies, personal writing style, various creative writing experiences such as journal writing and peer review techniques. Students will study, analyze, develop and practice writing experiences such as journal writing and works including poems, short stories, novels, stage plays and screenplays. Students will submit original short stories and poetry collections and examine possible markets for publication.

JOURNALISM I
1006300/GSA

Year / 1 credit

9, 10, 11, 12

No Prerequisite

Meets the Arts requirement

This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. The content will include instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of

journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included.

JOURNALISM II

1006310/GSBN/GSBY

Prerequisite: Journalism I

The content will include training necessary for successful news gathering for journalistic media. Students will receive frequent practice in gathering information and in writing news, sports, feature articles, and editorials. Through various media, students will explore career opportunities in journalistic fields. This course includes practice in the preparation of materials for publication in journalistic media. *newspaper, yearbook.

Year / 1 credit

10, 11, 12

JOURNALISM III

1006320/GSCN/GSCY

Prerequisite: Journalism II or Teacher Recommendation

This course will include instruction and practice in applying all aspects of the writing process including prewriting, drafting, editing and proofreading to the work prepared in order to bring it to high journalistic standards. Organization and management techniques relating to journalistic productions will be stressed, including leadership skills, record keeping, time management, utilization of personnel, and task organization. Workshop experiences in producing various kinds of journalism will be provided. * newspaper, yearbook.

Year / 1 credit

11, 12

JOURNALISM IV

1006330/GSDN/GSDY

Prerequisite: Journalism III or Teacher Recommendation

This course includes instruction in writing, designing, and managing journalistic enterprises. The emphasis in the course will be upon implementing students' creative skills and talents in writing, graphic design and/or photography, and in providing regular practice in management skills and production techniques in printed journalistic media. The course will provide opportunities to develop proficiency in various forms of journalistic writing using the production of one or more student journalism projects. * newspaper, yearbook.

Year / 1 credit

11, 12

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

ENGLISH I THROUGH ESOL

1002300/GPA

Prerequisite: Limited English Proficiency

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, literature, communication, and informational literacy and to develop an awareness of cultural diversity to native speakers of a language other than English. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring and expanding an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies (including analysis of sentence structure and practice in paragraph development) to produce an effective, precise, and aesthetically appropriate text, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers; applying ethical research processes in the gathering, processing, and presentation of information. Appropriate instructional strategies to meet the needs of the English language learner shall be provided.

Year / 1 credit

9

ENGLISH II THROUGH ESOL

1002310/GPB

Prerequisite: Limited English Proficiency

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, literature, communication, and informational literacy and to develop an awareness of cultural diversity to native speakers of a language other than English. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring and expanding an extensive vocabulary through reading, discussion, listening, and systematic word study; analyzing and responding to a variety of literary forms; using writing strategies to produce an effective, precise, and aesthetically appropriate text and improve drafts through revisions; using speaking, listening, and viewing strategies in formal presentations and informal discussions to communicate information appropriate to the academic environment and the work place; understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers; applying ethical research processes in the gathering, processing, and presentation of information. Appropriate instructional strategies to meet the needs of the English language learner shall be provided.

Year / 1 credit

10

ENGLISH III THROUGH ESOL

Year / 1 credit

11

1002320/GPC

Prerequisite: Limited English Proficiency

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, literature, communication, and informational literacy and to develop an awareness of cultural diversity to native speakers of a language other than English. The content should include, but not be limited to, the following: using the reading process to construct meaning using technical, informative, and imaginative texts; becoming familiar with the works of well-known American authors (however, literature representative of other cultures may be used to support integrated studies and multicultural emphases); acquiring and expanding an extensive vocabulary through reading; using writing processes for various purposes with attention to style and format including analysis of sentence structure and practice in paragraph development; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations appropriate to the academic environment and the work place; preparing and giving presentations for both academic and non-academic purposes; understanding culture as expressed in literature and language; critical thinking and study skills. Appropriate instructional strategies to meet the needs of the English language learner shall be provided.

ENGLISH IV THROUGH ESOL

Year / 1 credit

12

1002520/GPJ

Prerequisite: Limited English Proficiency

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, literature, communication, and informational literacy to native speakers of a language other than English and to develop an awareness of cultural diversity to native speakers of a language other than English. The content should include, but not be limited to, the following: using the reading process to construct meaning using technical, informative, and imaginative texts; becoming familiar with the works of well-known British authors (however, literature representative of other cultures may be used to support integrated studies and multicultural emphases); demonstrating understanding of key elements of a variety of forms of literature by producing written and oral reports; understanding culture as expressed in literature; listening and speaking experiences relating to the reading and writing assignments; acquiring and expanding an extensive vocabulary through reading; using writing processes for various purposes with attention to style and format (including analysis of sentence structure and practice in paragraph development); writing coherent compositions with introductions, bodies, and conclusions; using appropriate transitions; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations appropriate to the academic environment and the work place; demonstrating ability to take notes on content area subject matter; language critical thinking and study skills; Appropriate instructional strategies to meet the needs of the English language learner shall be provided.

DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL

Year/ 2 Credit

9, 10, 11, 12

1002380/GPI

Prerequisite: Limited English Proficiency - Non-English Speakers (NES) and Limited English Speakers (LES)

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas. The content should include, but not be limited to the following: vocabulary for formal and informal conversation; reading and writing skills; integrated communication skills for school and work; participation in communicative and reflective use of the English language in a wide range of activities; using reading and writing as communicative tools to reflect the connection between oral and written language; practice using skills and strategies in order to support the process of language acquisition and the learning of concepts; exposure to and practice in applying academic language; practice applying study skills and learning strategies in all subject areas to accomplish meaningful tasks. This is a double block course.

EXCEPTIONAL STUDENT EDUCATION (ESE)***Multi-VE Courses*****CAREER PREPARATION**

(Multiple Credit)

9, 10, 11, 12

7980110/TNKM

No Prerequisite

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources, and develop work related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career. The content should include, but not be limited to the following: self-appraisal; decision making; self-determination and self-advocacy; career options; community resources related to career decisions; workplace competencies; rights and responsibilities of employees. This course may not be mastered in on year.

ACADEMIC SKILLS FOR FUNCTIONAL LIVING

7961010/RSAM

(Multiple Credit)

9, 10, 11, 12

No Prerequisite

The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of academic skills as they relate to daily living tasks of personal life and the workplace. The content should include, but not be limited to, the following: communication skills, mathematical skills, and problem solving. This entire course may not be mastered in one year.

PERSONAL AND HOME SKILLS FOR FUNCTIONAL LIVING

7961030/RSCM

FAPE

No Prerequisite

The purpose of this course is to provide instruction in personal and home skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community. Emphasis will be placed on the practical application of personal and home skills as they relate to daily tasks of personal life. The content should include, but not be limited to, the following: personal care, including hygiene and grooming; living arrangements; household maintenance; health and safety; interpersonal relationships; nutrition; and community resources. This entire course may not be mastered in one year.

SELF-DETERMINATION: 9-12

(Multiple Credit)

9, 10, 11, 12

7963140/RUNM

No Prerequisite

The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings and self-advocating in multiple settings.

ACCESS LIBERAL ARTS MATH

7912070/ROD

(Multiple Credit)

9, 10, 11, 12

No Prerequisite

The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary, operations using real numbers in real-world problems, patterns, relations, and functions, including tables, sequences, and graphs, graphs to summarize data and predict outcomes, variables and their impact on outcomes, properties of size, shape, position, and space, varied solution strategies to solve real-world problems.

ACCESS INTEGRATED SCIENCE

7920025/RPC

(Multiple Credit)

9, 10, 11, 12

No Prerequisite

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Integrated Science. Understanding the characteristics of and dynamic relationship between energy, matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: Biological, physical, and chemical characteristics of matter, Characteristics of energy transmission, Practical application of electric and magnetic phenomena, Interaction of matter and energy, Characteristics of life, Equilibrium of Earth's biotic community.

SOCIAL AND PERSONAL SKILLS

7963070/RUG

(Multiple Credit)

9, 10, 11, 12

No Prerequisite

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to, the following: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal and intrapersonal problem solving, and appropriate use of leisure time. This entire course may not be mastered in one year.

LEISURE AND RECREATION SKILLS FOR FUNCTIONAL LIVING

7961040/RSDM

(Multiple Credit)

9, 10, 11, 12

No Prerequisite

The purpose of this course is to provide instruction in leisure and recreation skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community. The content should include, but

not be limited to, the following: selection of appropriate activities, social and behavioral expectations, maintenance of equipment and materials, interpersonal relationships, and community resources. This entire course may not be mastered in one year.

LEISURE/RECREATION SKILLS FOR IMPROVEMENT OF QUALITY OF LIFE

7962030/RTCM

(Multiple Credit)

9, 10, 11, 12

No Prerequisite

The purpose of this course is to enable students with disabilities to function at their highest levels and participate in appropriate leisure and recreational activities based upon individual capabilities and acceptability. The content should include, but not be limited to use of recreational equipment, use of leisure time, and interpersonal relationships. This entire course may not be mastered in one year.

VE Modified Courses

CAREER PREPARATION

(Multiple Credit)

9, 10, 11, 12

7980110/TNKF

No Prerequisite

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources, and develop work related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

LIFE SKILLS READING: 9-12

(Multiple Credit)

9, 10, 11, 12

7910400/RNKF

No Prerequisite

The purpose of this course is to provide instruction in fundamental reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work. This entire course may not be mastered in one year.

PERSONAL AND HOME SKILLS FOR FUNCTIONAL LIVING

FAPE

7961030/RSCF

No Prerequisite

The purpose of this course is to provide instruction in personal and home skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community. Emphasis will be placed on the practical application of personal and home skills as they relate to daily tasks of personal life. The content should include, but not be limited to, the following: personal care, including hygiene and grooming; living arrangements; household maintenance; health and safety; interpersonal relationships; nutrition; and community resources. This entire course may not be mastered in one year.

SELF-DETERMINATION: 9-12

(Multiple Credit)

9, 10, 11, 12

7963140/RUNF

No Prerequisite

The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings and self-advocating in multiple settings.

ACCESS LIBERAL ARTS MATH

7912070/ROD

(Multiple Credit)

9, 10, 11, 12

No Prerequisite

The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary, operations using real numbers in real-world problems, patterns, relations, and functions, including tables, sequences, and graphs, graphs to summarize data and predict outcomes, variables and their impact on outcomes, properties of size, shape, position, and space, varied solution strategies to solve real-world problems.

ACCESS INTEGRATED SCIENCE

7920025/RPC

(Multiple Credit)

9, 10, 11, 12

No Prerequisite

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Integrated Science. Understanding the characteristics of and dynamic relationship between energy, matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact

with the forces and objects of nature. The content should include, but not be limited to: Biological, physical, and chemical characteristics of matter, Characteristics of energy transmission, Practical application of electric and magnetic phenomena, Interaction of matter and energy, Characteristics of life, Equilibrium of Earth's biotic community.

SOCIAL AND PERSONAL SKILLS

7963070/RUG

(Multiple Credit)

9, 10, 11, 12

No Prerequisite

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to, the following: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal and intrapersonal problem solving, and appropriate use of leisure time. This entire course may not be mastered in one year.

VE Mild Courses

READING: 9-12

(Multiple Credit)

9, 10, 11, 12

7910100/RMKA

No Prerequisite

The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work. The content should include, but not be limited to, the following: vocabulary, word attack skills, comprehension skills, literature, study skills, reading in the workplace, and reading as a leisure activity. This entire course may not be mastered in one year.

PRE-ALGEBRA

Year / 1 credit

9, 10, 11, 12

1200300/IMAR

No Prerequisite / Administratively Assigned

The purpose of this course is to prepare students for success and Algebra I.

MATH: 9-12

(Multiple Credit)

9, 10, 11, 12

7912050/ROCA

No Prerequisite

The purpose of this course is to provide instruction in math concepts and procedures to enable students with disabilities who are functioning at independent levels to prepare to participate effectively in post-school adult living and in the world of work. The content should include, but not be limited to, the following: number systems, including whole numbers, fractions, and decimals; number operations and computation; measurement concepts in length, weight, volumes, time, and money; geometric concepts; algebraic concepts including problem solving, probability and data analysis, use of calculators; applications in personal life; and applications in the workplace. This entire course may not be mastered in one year.

LIFE MANAGEMENT AND TRANSITION: 9-12

(Multiple Credit)

9, 10, 11, 12

7960010/RRAA

No Prerequisite

The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment, post school adult living, and, if needed, daily living skills and functional vocational evaluation. The content should include, but not be limited to, the following: personal career planning, information about careers, diploma options and post-secondary education, community involvement and participation, personal care, interpersonal relationships, communication, and use of leisure time. This entire course may not be mastered in one year.

CAREER PREPARATION

(Multiple Credit)

9, 10, 11, 12

7980110/TNKA

No Prerequisite

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources, and develop work related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

Therapy - The duration of a student's services will be determined at the student's TIEP meeting.

SKILLS FOR STUDENTS WHO ARE VISUALLY IMPAIRED

(Multiple Credit)

9, 10, 11, 12

7963050/RUEM

No Prerequisite

The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting. The content should include, but not be limited to, the following: maximum use of sensory input; access to print information through use of strategies and modifications for completion of general education requirements; personal communications systems; personal management; social and interpersonal relationships; productivity and career options. This course may not be mastered in one year.

ORIENTATION AND MOBILITY SKILLS

(Multiple Credit)

9, 10, 11, 12

7963060/RUFM

No Prerequisite

The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility's the ability to move efficiently within that environment and one's relationship to it. The content should include, but not be limited to, the following: developing safe, efficient, and independently travel skills in one's neighborhood. Community, and school environment; using major forms of public transportation; traveling to specified destinations in an unfamiliar environment; locating and reading survival symbols in order to access public places. This entire course may not be mastered in one year.

PHYSICAL THERAPY

(Multiple Credit)

9, 10, 11, 12

7966010/TMA

No Prerequisite

The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions, including sensor motor or neuromuscular deficits that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to, the following: maintain, restore, or enhance motor and sensory skills: use adaptive equipment and assistive devices; and promote independence in mobility and management of health related functions. This entire course may not be mastered in one year.

OCCUPATIONAL THERAPY

(Multiple Credit)

9, 10, 11, 12

7966020/TMB

No Prerequisite

The purpose of this course is to provide instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from and educational program. The content should include, but not be limited to, the following: maintain, restore, or enhance motor and sensory skills; use adaptive equipment and assistive devices: and promote independence in activities of daily living. This entire course may not be mastered in one year.

SPEECH THERAPY

(Multiple Credit)

9, 10, 11, 12

7966030/TMC

No Prerequisite

The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to, the following: articulation therapy, fluency therapy, and voice therapy. This entire course may not be mastered in one year.

LANGUAGE THERAPY

(Multiple Credit)

9, 10, 11, 12

7966040/TMD

No Prerequisite

The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to, the following: form, including phonology, syntax, and morphology: content, including semantics: and function, including pragmatics. This entire course may not be mastered in one year.



FINE ARTS



ART

ART/2-D COMPREHENSIVE I

0101300/ANA

No Prerequisite / Lab Fee \$10.00

This foundation course enables students to communicate fundamental ideas or concepts through the use of two-dimensional design and composition. Students explore elements of art and principles of design through a variety of production experiences. Cultural and historical connections will include reasoning, critical thinking, and evaluation skills, and will make interdisciplinary, real world, and career applications.

Semester / .5 credit
Perform Fine Arts

9, 10, 11, 12

ART/3-D COMPREHENSIVE I

0101330/AND

No Prerequisite / Lab Fee \$10.00

This foundation course enables students to communicate fundamental ideas or concepts through the use of three-dimensional design and composition. Students explore the elements of art and principles of design through the creation of a variety of functional and sculptural objects. Content will include cultural and historical connections, will include reasoning, critical thinking and evaluation skills, and will make interdisciplinary, real world, and career connections.

Semester / .5 credit
Perform Fine Arts

9, 10, 11, 12

CERAMICS/POTTERY

CERAMICS/POTTERY I

0102300/AOA

Prerequisite: Art/3-D Comprehensive I / Lab Fee \$20.00

This introductory course enables students to explore the fundamental properties, limitations, and possibilities of clay through the creation of functional and non-functional ceramics. Students explore basic hand-building techniques, surface design, and the application of formal and expressive elements. Vocabulary and firing processes will be introduced. Cultural and historical connections will include reasoning, critical thinking and evaluation skills, and will make interdisciplinary, real world, and career connections.

Semester / .5 credit
Perform Fine Arts

9, 10, 11, 12

CERAMICS/POTTERY II

0102310/AOB

Prerequisite: Ceramics/Pottery I / Lab Fee \$20.00

This course enables students to recognize the properties, limitations, and possibilities of clay through the creation of functional and nonfunctional ceramics. Intermediate hand-building and wheel throwing techniques are emphasized.

Year / 1 credit
Perform Fine Arts

10, 11, 12

Students will understand and apply terminology and processes specifically related to the design, construction, surface design and firing of works. Cultural and historical connections will include reasoning, critical thinking and evaluation skills, and will make interdisciplinary, real world, and career connections.

CERAMICS/POTTERY III

0102320/AOC

Prerequisite: Ceramics/Pottery II / Lab Fee \$20.00

This course enables students to recognize the properties, limitations, and possibilities of clay through the creation of functional and nonfunctional ceramics. Advanced hand-building and wheel throwing techniques are emphasized as well as advanced firing techniques. Students will understand and apply terminology and processes specifically related to the design, construction, surface design and firing of works. Cultural and historical connections will include reasoning, critical

Year / 1 credit
Perform Fine Arts

11, 12

thinking and evaluation skills, with emphasis on the evaluation of pottery as works of art and functional objects. Content will include interdisciplinary, real world, and career connections.

CERAMICS/POTTERY III HONORS - OPTION

0102320H/AOCH

Prerequisite: - Ceramics/Pottery II / Lab Fee \$20.00
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

Year / 1 credit
Perform Fine Arts

11, 12

DRAWING AND PAINTING

DRAWING AND PAINTING I

0104320/AQC

Year / 1 credit
Perform Fine Arts

10, 11, 12

Prerequisite: Art/2-D Comprehensive I / Lab Fee \$10.00

This course enables students to develop fundamental perceptual, observational, and compositional skills to create and communicate a range of subject matter, symbols, ideas, and concepts. Content includes basic knowledge of two-dimensional design using painting and drawing media such as pencil, ink, tempera, and acrylic. Color theory will be emphasized. Students will be introduced to vocabulary and techniques specific to drawing and painting. Cultural and historical connections, reasoning, critical thinking and evaluation skills will be explored, as well as career and real world applications.

DRAWING AND PAINTING II

0104330/AQD

Year / 1 credit
Perform Fine Arts

10, 11, 12

Prerequisite: Drawing and Painting I and Art/2-D Comprehensive I / Lab Fee \$10.00

This course enables students to develop a higher level of perceptual, observational, and compositional skills necessary to create and communicate a range of subject matter, symbols, ideas, and concepts using a wide range of drawing and painting media, techniques, and vocabulary. Content will include cultural and historical connections, reasoning, critical thinking, and evaluation skills.

AP DRAWING PORTFOLIO

0104300/AQA

Year / 1 credit
Perform Fine Arts

11, 12

Prerequisite: Drawing and Painting I & II and Art/2-D Comprehensive I / Lab Fee \$10.00

The purpose of this Advanced Placement course is to give an art student the opportunity to develop quality, concentration and breadth in drawing concepts, skills, and techniques. The content should include, but not be limited to, the experiences in the development of perceptual, conceptual, and technical aspects of drawing, painting and/or printmaking. Preparation of the appropriate number of works, digital (or slide) documentation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Research analysis, sketchbook/journal, and aesthetic and historical criticism are required for this in-depth study in nonlinear thinking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. (A summer assignment is required as part of this class. Please see your teacher for details.)

AP Drawing Portfolio Summer Assignments:

Use different pencils i.e. H, 2B, 4B, 6B, 8B, charcoal, colored pencils and other mark making tools such as chalk, pens, acrylics, tempera etc.

1. Create two to three sketches of a still life, landscape, portrait, figure drawing and 1 or 2-point perspective.
2. Choose one of the three sketches of each topic and develop a full picture on a bigger paper.
3. Visit art museums in your area such as the Deland Art Museum, the Debary Art Center Orlando Art Museum etc.
4. Visit the library in your community and browse through some art books. Check out the most interesting to you to get inspired.

AP STUDIO ART 2-D DESIGN PORTFOLIO

0109350/AVG

Year / 1 credit
Perform Fine Arts

11, 12

Prerequisite: Drawing and Painting I & II and Art/2-D Comprehensive I / Lab Fee \$10.00

The purpose of this Advanced Placement course is to give advanced students the opportunity to develop quality, concentration and breadth in a very broad interpretation of two dimensional (2-D) design issues. This type of visual communication involves purposeful decision-making about how to use the elements and principles of art in skillful and integrative ways. Preparation of the appropriate number of works, slide documentation, and presentation techniques are required in each of three portfolio sections to be evaluated by the College Board.

DANCE

DANCE HISTORY/APPRECIATION I

0300450/CQF

Semester / .5 credit
Perform Fine Arts

9, 10, 11, 12

No Prerequisite / Lab Fee \$5.00

The purpose of this course is to study dance history, its relationship to other disciplines, dance criticism, and the theory of movement. Students should acquire the knowledge and skills necessary to value the role of dance and its contribution to life.

DANCE TECHNIQUE I / DANCE TECHNIQUE II

Year / 1 credit

9, 10, 11, 12

0300310/CNA No Prerequisite / Lab Fee \$5.00 This is a beginning dance course for students who want to learn to dance. Students will learn and perform basic dance steps and techniques in two or more dance styles, to be chosen from ballet, lyrical, jazz, theater, modern, or tap. Students will also learn dance terminology, choreography, and simple dance sequences.	0300320/CNB Perform Fine Arts	
DANCE TECHNIQUE III 0300330/CNC Prerequisite: Dance Tech II or Teacher Recommendation This is an intermediate level dance course. Students will learn additional dance terminology, techniques, and dances in three or more dance styles as listed in Dance Tech I. Students will also learn how to critique dances. Participation in at least one aspect of a public performance will be part of the requirements of this course.	Year / 1 credit Perform Fine Arts	10, 11, 12
DANCE TECHNIQUE IV 0300490/CNI Prerequisite: Dance Technique III or Teacher Recommendation This course provides a laboratory/studio opportunity for the advanced dancer to further extend the development of dance technique and compositional skills learned in Dance Technique III. Students will acquire technical advancement with emphasis on developing performance qualities, dynamics, focus, projection, and expressive range. Students will have the opportunity for independent work in solo and group choreography culminating in a final performance project. Through experimentation in form and structure of choreography, students will learn to discipline and shape the creative impulse into specific forms, with emphasis on staging technique.	Year / 1 credit Perform Fine Arts	11, 12
DANCE CHOREOGRAPHY & PERFORMANCE I 0300380/CPA (limited enrollment) Prerequisite: Dance Tech III or Teacher Recommendation / Lab Fee \$10.00 This course is designed for the advanced dancer and will concentrate on performance and student choreography. In addition to the techniques of spatial relationships, choreography, the elements of music, and improvisation, students will study lighting, costuming, and make-up.	Year / 1 credit Perform Fine Arts	9, 10, 11, 12
DRAMA		
DRAMA I 0400310/CRB No Prerequisite This course provides experiences in the study and practice of theatre arts and literature. Students will be introduced to the fundamentals of theatre production which includes scenery construction, costuming, lighting, make-up, and the fundamentals of acting.	Year / 1 credit Perform Fine Arts	9, 10, 11, 12
DRAMA II 0400320/CRC Prerequisite: Drama I or Teacher Recommendation This course provides intermediate development of skills useful to the study and practice of theatre arts. The content includes instruction in reading and interpretation of dramatic literature, with an emphasis on the techniques and mechanics of acting, set, costume and lighting design (stagecraft), character analysis and portrayal; interpretive and analytical study of plays; and production of plays and dramatic presentations.	Year / 1 credit Perform Fine Arts	10, 11, 12
DRAMA III 0400330/CRD Prerequisite: Drama II or Teacher Recommendation This course provides opportunities for drama students to continue study in acting and production techniques. The content includes instruction in specific acting techniques and various dramatic presentations emphasizing acting theories, the practice and theory of set design, make-up, lighting, properties, and directing.	Year / 1 credit Perform Fine Arts	11, 12
DRAMA IV 0400340/CRE Prerequisite: Drama III or Teacher Recommendation	Year / 1 credit Perform Fine Arts	11, 12

This course is the study and practical application of costume, scenery, lighting and sound design; make-up and acting techniques; and theatrical management, directing and publicity. Students may specialize by researching information about a particular area of theatre including playwriting, directing, stage design and management, choreography and advanced acting techniques.

DRAMA IV HONORS - OPTION

0400340H/CREH

Prerequisite: - Drama III or Teacher Recommendation
 - Teacher recommendation and contract required
 - Honors credit may be awarded at end of year
 - See your teacher

Year / 1 credit
 Perform Fine Arts

11, 12

MUSIC

MUSIC APPRECIATION I

1301310/JOB

No Prerequisites

The purpose of this course is to provide students with the skills necessary to analyze, interpret, and make value judgments on a variety of musical styles. This course will improve students' aesthetic awareness through the development of music listening skills.

Semester / .5 credit
 Perform Fine Arts

9, 10, 11, 12

BAND - All incoming freshmen or new students must audition prior to being placed in a band course. Band requires attending band camp during the summer. Band is a performance based curriculum. Attendance at after school rehearsals, performances and festivals are part of the curriculum and are part of the grade in the class. All students enrolled in band will be a member of the Blue Brigade Marching Band unless physical disability prohibits participation.

Prerequisite: Middle School Band

Class Fee: \$275 - \$325 based on number of students enrolled divided by costs

BAND I

1302300/JQAB/JQAW/JQAP
 (BRASS, WIND, PERCUSSION)

Prerequisite: Audition or Teacher Recommendation / Class Fee \$275 - \$325

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brass wind or percussion instruments), band performance techniques, musical literacy, and music appreciation. After school rehearsals and performances are a part of this course.

Year / 1 credit
 Perform Fine Arts

1st Year Band

BAND II

1302310/JQBB/JQBW/JQBP/JQBS
 (BRASS, WIND, PERCUSSION, SYMPHONIC)

Prerequisite: Audition / Class Fee \$275 - \$325

This course shall provide students with opportunities to extend skill development in characteristic tone production, band performance techniques, musical literacy and music appreciation as they relate to percussion instruments. After school rehearsals and performances are a part of this course.

Year / 1 credit
 Perform Fine Arts

2nd Year Band

BAND III

1302320/JQCB/JQCW/JQCP/JQCS
 (BRASS, WIND, PERCUSSION, SYMPHONIC)

Prerequisite: Audition / Class Fee \$275 - \$325

The purpose of the course is to provide students with instruction in the development of musicianship and technical skills through study of varied band literature. The content shall include interpreting medium level band music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness. After school rehearsals and performances are a part of this course.

Year / 1 credit
 Perform Fine Arts

3rd Year Band

BAND IV

Year / 1 credit

4th Year Band

1302330/JQDB/JQDW/JQDP/JQDS
(BRASS, WIND, PERCUSSION, SYMPHONIC)

Perform Fine Arts

Prerequisite: Audition / Class Fee \$275 - \$325

The purpose of this course is to provide instruction in the application of musicianship and technical skills through the study of varied band literature as it relates to symphonic compositions. The content shall include interpreting medium level band music, refining tone production and performance techniques, understanding of musical form, style and aesthetic perceptions. After school rehearsals and performances are a part of this course.

BAND IV HONORS - OPTION

Year / 1 credit

4th Year Band

1302330H/JQDH

Perform Fine Arts

(BRASS, WIND, PERCUSSION, SYMPHONIC)

Prerequisite: - Audition / Class Fee \$275 - \$325
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

JAZZ – The Jazz Band is a performance based class. After school rehearsals, performances, and festivals are a required part of the curriculum and are part of the grade in the class. Enrollment in Jazz Ensemble I – IV requires enrollment in Band I – IV.

Class Fee: \$50.00 - uniform

JAZZ ENSEMBLE I

Year / 1 credit

9

1302500/JUA

Perform Fine Arts

Prerequisite: Teacher Recommendation & Middle School Band / Class Fee \$50.00 - uniform

The purpose of this course is to introduce students to jazz and popular music styles and interpretations. Emphasis is placed on characteristic tone production and idiomatic performance techniques. After school performances and rehearsal are part of this course.

JAZZ ENSEMBLE II

Year / 1 credit

10, 11, 12

1302510/JUB

Perform Fine Arts

Prerequisite: Jazz Ensemble I / Class Fee \$50.00 - uniform

The purpose of this course is to develop and extend students' understanding of jazz and popular music. Improvisation, tone production, and performance techniques are emphasized. After school rehearsal and performances are a part of this course.

JAZZ ENSEMBLE III

Year / 1 credit

11, 12

1302520/JUC

Perform Fine Arts

Prerequisite: Teacher Recommendation / Class Fee \$50.00 - uniform

The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary popular and jazz literature. The content shall include the study and performance of varied medium level popular and jazz idiomatic literature. Improvisation, characteristic tone, individual and ensemble performance techniques, and an appreciation of the history of jazz in the United States are emphasized and applied. After school rehearsal and performances are a part of this course.

JAZZ ENSEMBLE IV

Year / 1 credit

12

1302530/JUD

Perform Fine Arts

Prerequisite: Teacher Recommendation / Class Fee \$50.00 - uniform

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. Content shall include the study and performance of varied difficult diverse popular and idiomatic literature. Independence in improvisation, interpretation and performance is emphasized. After school rehearsal and performances are a part of this course.

JAZZ ENSEMBLE IV – HONORS OPTION

Year / 1 credit

9, 10, 11, 12

1302530H/JUDH

Perform Fine Arts

Prerequisite: - Class Fee \$50.00 - uniform
- Teacher recommendation and contract required
- Honors credit may be awarded at end of year
- See your teacher

CHORUS - All incoming freshmen or new students will be placed in Beginning Chorus. Auditions are required for Advanced Chorus (Show Choir). All male chorus students will be placed in Men's Chorus.

CHORUS I 1303300/JVA (BEGINNING)	Year / 1 credit Perform Fine Arts	9, 10, 11, 12 1 st Year
No Prerequisite / Class Fee: Up to \$75.00 or fundraiser for uniforms The purpose of this course is to provide students with experiences in basic vocal production and part singing. Students shall develop basic skills in tone production, performance techniques, musical literacy, and music appreciation. After school rehearsals and performances are a part of this course.		
CHORUS II 1303310/JVB (INTERMEDIATE)	Year / 1 credit Perform Fine Arts	10, 11, 12 2 nd Year
Prerequisite: One year high school chorus experience / Class Fee: Up to \$75.00 or fundraiser for uniforms The purpose of this course is to extend experiences in basic vocal production techniques and part singing, choral performance techniques, vocal tone production, musical literacy and music listening shall be emphasized. After school rehearsals and performances are a part of this course.		
CHORUS III 1303320/JVC (INTERMEDIATE)	Year / 1 credit Perform Fine Arts	10, 11, 12 3 rd Year
Prerequisite: Teacher Recommendation / Class Fee: Up to \$75.00 or fundraiser for uniforms The purpose of this course is to develop basic musicianship and technical skills. Interpretation of notation, holistic presentation of simple musical forms, style periods and aesthetic values shall be emphasized. After school rehearsal and performances are a part of this course.		
CHORUS IV (SHOW CHOIR) 1303330/JVD (ADVANCED)	Year / 1 credit Perform Fine Arts	10, 11, 12 4 th Year
Prerequisite: Teacher Recommendation and auditions held end of school current school year / Class Fee: Up to \$220.00 or fundraiser for uniforms Students will be required to dance and participate in physical conditioning during show choir camp during summer break. This course shall include the application of vocal musicianship and technical skills through the study of varied choral literature and performances. Advanced choral literature, refinement of tone and technique and aesthetic perceptions shall be emphasized.		
CHORUS IV HONORS - OPTION (SHOW CHOIR) 1303330H/JVDH (ADVANCED)	Year / 1 credit Perform Fine Arts	10, 11, 12 4 th Year
Prerequisite: - Class Fee: Up to \$220.00 or fundraiser for uniforms - Auditions held end of school current school year - Teacher recommendation and contract required - Honors credit may be awarded at end of year - See your teacher		

TV PRODUCTIONS

TELEVISION PRODUCTION I 1100300/HMA No Prerequisite / Lab Fee \$5.00	Year / 1 credit	9, 10, 11, 12
This course provides an introductory overview of television production with emphasis on the role of the television production team. Opportunities to practice television production techniques include equipment operation, script writing, television performing and directing.		
TELEVISION PRODUCTION II	Year / 1 credit	10, 11, 12

1100310/HMB

Prerequisite: Television Production I / Lab Fee \$5.00

In this course, students synthesize writing, directing and production skills in operating more complex equipment. Emphasis is on leadership of the production team through all phases of production including planning, writing, directing and editing.

TELEVISION PRODUCTION III

Year / 1 credit

11, 12

1100320/HMC

Prerequisite: Television Production II / Lab Fee \$5.00

This course provides students opportunities to develop advanced skills in television production. Students gain independence in the production process from planning original productions through final editing of the finished product.

ADVANCED TELEVISION PRODUCTION

Year / 1 credit

12

1100350/HMF

Prerequisite: Television Production III / Lab Fee \$5.00

This course provides an opportunity to develop advanced skills from the planning stage through the completed television production. Content includes docudramas, serials, and interviews, as well as other television vehicles. Students demonstrate a thorough knowledge of the various jobs in the television areas.



FOREIGN LANGUAGE



***Entering 9th graders must have completed a foreign language with an A or B while in middle school and have a teacher recommendation in order to enroll in a second year foreign language course. In addition, any student who is a native speaker of Spanish should take Spanish I - Speakers and Spanish II - Speakers.**

- Students who entered ninth grade in 2007-2008 and after are awarded credit in high school foreign language courses taken in middle school at the time the course is completed.
- Students who entered ninth grade in 2006-2007 and before had their credit from a high school foreign language course taken in middle school held in escrow until they had completed two years of the same foreign language in grades 9-12.
- Due to the change in state statute, students who need to bring up their foreign language credit held in escrow for Bright Futures or college admissions purposes may do so regardless of the number of credits earned in grades 9-12.

FRENCH I

Year / 1 credit

9, 10, 11, 12

0701320/DMC

No Prerequisite

The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. Content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will also be included, as well as the fundamentals of grammar and culture.

FRENCH II

Year / 1 credit

10, 11, 12

0701330/DMD

Prerequisite: French I

The purpose of this course is to reinforce the fundamental skills previously acquired by the students. The students will develop increased listening, speaking, reading, and writing skills as well as cultural awareness. Reading and writing receive more emphasis, while oral communication remains the primary objective. This course will continue the cultural survey of French-speaking people.

FRENCH III – HONORS WEIGHTED COURSE

Year / 1 credit

11, 12

0701340/DME

Prerequisite: French II

The purpose of this course is to master and expand the skills previously acquired by the students. The content will include expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts will be strengthened by analyzing reading selections. Contemporary vocabulary will be taught through everyday activities of French-speaking people. *This course is counted as a .5 weighted credit.

FRENCH IV – HONORS WEIGHTED COURSE

Year / 1 credit

12

0701350/DMF

Prerequisite: French III

The purpose of this course is to expand the skills previously acquired by the students. The content will include more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections will be varied. *This course is counted as a .5 weighted credit.

SPANISH I

Year / 1 credit

9, 10, 11, 12

0708340/DUE

No Prerequisite

The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. The content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will be included, as well as the fundamentals of grammar and culture.

SPANISH I - SPEAKERS

Year / 1 credit

9, 10, 11, 12

0709300/DVA

Prerequisite: Native Speaker

The purpose of this course is to provide a review of fundamental grammar and culture for students who speak Spanish as a native language, focusing on oral and written communication free from English interference. The content will include the reinforcement of the students' ability to communicate ideas and feelings, both orally and in writing, the development of comprehension skills through the study of reading selections, cultures of different Spanish-speaking countries, and the recognition of the different levels of language usage including regional dialects.

SPANISH II

Year / 1 credit

9, 10, 11, 12

0708350/DUF

Prerequisite: Spanish I or Grade A / B Middle School

The purpose of this course is to reinforce the fundamental skills acquired previously by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content will include an expansion of listening and oral skills. Reading and writing will receive more emphasis, while oral communication remains the primary objective. This course will continue the cultural survey of Spanish-speaking people.

SPANISH II - SPEAKERS

Year / 1 credit

10, 11, 12

0709310/DVB

Prerequisite: Spanish I Speakers and Native Speaker

The purpose of this course is to continue the development of oral communication skills by giving oral information, explanations, and messages both by composing originally in Spanish and through translations from English to Spanish. Writing skills include practice in describing; i.e. fictional characters, famous Hispanic personalities, facts, and situations.

SPANISH III – HONORS WEIGHTED COURSE

Year / 1 credit

10, 11, 12

0708360/DUG

Prerequisite: Spanish II

The purpose of this course is to master and expand the skills acquired previously by the students. The content will include expansion of vocabulary and conversational skills through discussions based on selected readings. Student's acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary will be

stressed through activities imitating the everyday life of Spanish-speaking people. *This course prepares students for AP Spanish, and it is counted as a .5 weighted credit.

ADVANCED PLACEMENT-SPANISH LANGUAGE

Year / 1 credit

11, 12

0708400/DUK

Prerequisite: Spanish III and/or Spanish II-Speakers or higher and Teacher Recommendation / Class will be instructed primarily in Spanish.

The purpose of this course is to develop oral and written fluency in the language, and to develop oral and written fluency in the language. The content will include the requirements of the Advanced Placement program guidelines. After successfully completing this course, the student will be able to understand a lecture in Spanish; participate actively, in Spanish, in a discussion of a literary topic; read modern Spanish and Hispanic-American literature in all genres; and

analyze critically, orally and in writing, the form and content of literary works. Class will be instructed primarily in Spanish. **(A summer reading assignment is required as part of this class. Read *El Lazarillo de Tormes* and write a summary for each one of the topics. Please see your teacher for details.)**

ADVANCED PLACEMENT-SPANISH LITERATURE

Year / 1 credit

11, 12

0708410/DUL

Prerequisite: Spanish III and/or Spanish II-Speakers or higher Teacher Recommendation / Class will be instructed primarily in Spanish.

The purpose of this course is to develop oral and written fluency in the language. The content will include the requirements of the Advanced Placement program. After successfully completing this course, the student will be able to understand a lecture in Spanish; participate actively, in Spanish, in a discussion of a literary topic; read modern Spanish and Hispanic-American literature in all genres; and analyze critically, orally and in writing, the form and content of literary works. Class will be instructed primarily in Spanish. **(A summer reading assignment is required as part of this class. Read *El Lazarillo de Tormes* and write a summary for each one of the topics. Please see your teacher for details.)**

HEALTH



HEALTH I-LIFE MANAGEMENT SKILLS

Semester / .5 credit

9, 10, 11, 12

0800300/EMA

No Prerequisite

The purpose of this course is to develop skills necessary to make sound decisions for a healthy and effective life. Specific content shall include positive emotional development; nutrition and weight management; substance use and misuse; consumer health; family life education, including AIDS and sexually transmitted diseases; breast and testicular self-examination; and CPR.

FIRST AID AND SAFETY

Semester / .5 credit

10, 11, 12

0800320/EMC

Prerequisite: Life Management Skills / Lab Fee \$5.00

Students will acquire skills in first aid, emergency care, and personal, community, and environmental safety. Content shall include first aid, adult, child and infant CPR, relief of obstructed airway, safety concepts, and sports medicine topics. Fee covers certification from American Red Cross for CPR & First Aid Safety.

MEDICAL SKILLS & SERVICES

8400320/WOT

Year / 1 credit

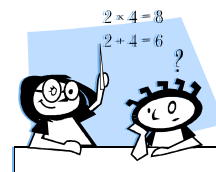
9, 10, 11, 12

No Prerequisite

The purpose of this course is to provide students with practical generic skills in health science education which, though applicable to some health occupations, are not designed to prepare students for entry into a specific occupation.

MATHEMATICS

*****In order to provide the best possible placement in mathematics for each student, all mathematics courses require teacher recommendation.**



***4 credits required for incoming 2008 9th graders, incoming 2009 9th graders, incoming 2010 9th graders incoming, and incoming 2011 9th graders**

ALGEBRA Ia

Year / 1 credit

9

1200370/IMJ

Prerequisite: Administrative Assigned Only

This is the first year of a two-year Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems using concrete models to explain algebraic concepts. The content will include: variables, properties of real numbers with emphasis on rational numbers; ratio and proportion; solving linear equations and systems; graphing relations and functions; coordinate geometry; inequalities; measurement; geometric relationships; set operations; dimensional analysis; and identifying patterns and making predictions. Manipulatives, calculators, and computers will serve as instructional tools in concept development. **Algebra 1a meets 1.0 credit for math graduation requirements, but only 0.5 credit for entrance into the state university system or Bright Futures Scholarship Program.**

ALGEBRA 1b

Year / 1 credit

10

1200380/IMK

Prerequisite: Algebra 1a / Administrative Assigned Only

This is the second year of a two-year Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems using concrete models to explain algebraic concepts. The content will include: properties of real numbers including rational and irrational numbers; algebraic notation; scientific notation; polynomials; varied means for analyzing and expressing patterns, relations, and functions; linear and quadratic functions; coordinate geometry; geometric relationships; and data analysis concepts. Manipulatives, calculators, and computers will serve as instructional tools in concept development. This course is a study of the topics of Algebra 1 designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: functions, linear equations, inequalities, polynomials, rational numbers and equations, radicals, quadratics, and discrete mathematics with multiple representations. Calculators and computers will serve as instructional tools in concept development. **Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded credit for the course. Algebra 1b meets 1.0 credit for math graduation requirements, but only 0.5 credit for entrance into the state university system or Bright Futures Scholarship Program.**

ALGEBRA I

Year / 1 credit

9, 10

1200310/IMB

No Prerequisite

This course is a study of the topics of Algebra 1 designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: functions, linear equations, inequalities, polynomials, rational numbers and equations, radicals, quadratics, and discrete mathematics with multiple representations. Calculators and computers will serve as instructional tools in concept development. **Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded credit for the course.**

ALGEBRA I HONORS

Year / 1 credit

9

1200320/IMC

No Prerequisite

This course is a rigorous in-depth study of the topics of Algebra 1 designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: structure and properties of the real number system; varied means for analyzing and expressing patterns, relations and functions; variables, algebraic expressions and polynomials; geometric concepts; set operations; dimensional analysis; data analysis concepts and techniques; and varied solution strategies, algebraic and graphic, for inequalities, linear and quadratic equations, and for systems of equations. Calculators and computers will serve as instructional tools in concept development. **Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded credit for the course.**

INFORMAL GEOMETRY

Year / 1 credit

10, 11, 12

1206300/ISA

Prerequisite: Algebra I or equivalent

The purpose of this course is to develop the geometric knowledge that can be used to solve a variety of real-world and mathematical problems. Geometric relations are developed inductively, with hands-on activities. Topics shall include:

properties of lines, triangles, quadrilaterals, and circles; conditions of congruence and similarity; perimeters and areas of polygons and circles, Pythagorean Theorem; volume and surface area of regular solid figures; and simple constructions. Calculators and computers will serve as instructional tools in concept development. **Informal Geometry does not meet the state high graduation requirement for geometry for students who entered high school beginning with the 2010-2011 school year.** Informal Geometry does not meet the academic core in mathematics for entrance into the state university system or Bright Futures Scholarship Program.

GEOMETRY

Year / 1 credit

9, 10, 11, 12

1206310/ISB

Prerequisite: Algebra I or equivalent

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. The content will include Euclidean geometry of lines, planes, angles, triangles, construction and logic, and properties of circles, polygons, right triangle trigonometry, and reinforcement of algebraic concepts. Calculators and computers will serve as instructional tools in concept development.

GEOMETRY HONORS

Year / 1 credit

9, 10

1206320/ISC

Prerequisite: Algebra I or equivalent

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. The content will include the following: structure of geometry; separation properties; angle concepts; triangles, quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, and topology. Calculators and computers will serve as instructional tools in concept development.

LIBERAL ARTS MATHEMATICS

Year / 1 credit

11, 12

1208300/IUA

Prerequisite: Algebra I or equivalent and Geometry

Liberal Arts Mathematics is a course designed to strengthen the mathematical skills required for college entrance exams or further study of advanced mathematics. The content will include operations of real numbers, ratio and proportion, area, volume, similarity, congruence, percents, the algebra of sets, integers, polynomials, factoring, algebraic expressions, equations and inequalities. Liberal Arts Mathematics does not meet the academic core in mathematics for entrance into the state university system or Bright Futures Scholarship Program.

ALGEBRA II

Year / 1 credit

10, 11, 12

1200330/IMD

Prerequisite: Algebra I or equivalent

This course is designed to continue the study of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. The content will include: structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; quadratic, exponential, and logarithmic functions, and their applications; Calculators and computers will serve as instructional tools in concept development.

ALGEBRA II HONORS

Year / 1 credit

10, 11, 12

1200340/IME

Prerequisite: Algebra I or equivalent

This course is a rigorous in-depth study of the topics of Algebra 2 with emphasis on theory, proof, and development of formulas, as well as their application. The content will include: structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; conic sections and their applications; quadratic, exponential, and logarithmic functions; and the Binomial Theorem. Calculators and computers will serve as instructional tools in concept development.

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

Year / 1 credit

11, 12

1200500/IMF

Prerequisite: Algebra II (Algebra II Honors) and Geometry (Geometry Honors)

The purpose of this course is to enhance and continue the study of mathematics after Algebra 1, Algebra 2, and Geometry, and to provide an understanding of financial applications, as well as provide additional tools to ready students for college-success. The content will include the following: explorations of functions, graphs (linear, exponential, and logarithmic), data analysis concepts and techniques, financial applications which include money and taxes, debt, budgeting, investments, mortgages, insurance, and financial planning. Calculators and computers will serve as instructional tools in concept development.

ANALYSIS OF FUNCTION – HONORS WEIGHTED COURSE

Year / 1 credit

11, 12

1201310/INB

Prerequisites: Algebra II (Algebra II Honors) and Geometry (Geometry Honors)

One semester of this course is designed to provide students with a complete study of circular and trigonometric functions and their applications. Problem solving is emphasized throughout. The content will include identities, graphs, inverses of circular functions, particular and general solutions of trigonometric equations, and solutions of right and oblique triangles. The other semester is designed to strengthen and extend the student's knowledge of functions and mathematical modeling. The content will include various data collection methods, analyzing data sets using statistical techniques, determining probabilities, and the study of function families. Calculators and computers will serve as instructional tools in concept development.

PRE-CALCULUS – HONORS WEIGHTED COURSE

Year / 1 credit

10, 11, 12

1202340/IOD

Prerequisite: Algebra II (Algebra II Honors) and Geometry (Geometry Honors)

This course is designed to strengthen and extend the student's knowledge of algebraic and trigonometric concepts and to prepare the student for calculus. The content will include the study of the properties, graphs, and solutions of polynomial, exponential, logarithmic, trigonometric, parametric, and polar functions, the properties and graphs of conic equations, and formulas for sequences and series, including proofs by induction. The end of the year will culminate with a preview of calculus by finding limits, using the definition of derivative, and finding simple areas under the curve. Problem solving is emphasized throughout. Calculators and computers will serve as instructional tools in concept development. A graphing calculator is required for this course. (If a student will be taking AP Calculus AB, then the TI -89 Titanium or TI-Nspire CAS is recommended)

ADVANCED PLACEMENT CALCULUS AB

Year / 1 credit

11, 12

1202310/IOB

Prerequisite: Pre-Calculus or Calculus

Teacher Recommendation: TI-89 Titanium or TI Nspire CAS

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level AB Test given by the College Examination Board in May. Students are expected to participate in the AP Exam. Study will begin by review concepts from Pre Calculus, then move into a depth study of limits, derivative, and antiderivatives of functions. Problem solving will be emphasized throughout and a graphing calculator is required from this course. It is recommended that the student have either a TI-89 Titanium or TI – Nspire CAS. Calculators and computers will serve as instructional tools in concept development.

ADVANCED PLACEMENT CALCULUS BC

Year / 1 credit

12

1202320/IOC

Prerequisite: Advanced Placement Calculus AB or Pre-Calculus

Teacher Recommendation: TI-89 Titanium or TI Nspire CAS

(Course offering depending on student enrollment)

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level BC Test given by the College Examination Board in May. Students are expected to participate in the AP Exam. Study will begin by review all the concepts learned in AP Calculus AB. The AP Calculus BC curriculum will also include a study of L'Hospital's Rule, arc length of functions, derivatives and integrals of parametric and polar functions, improper integrals, and infinite series and their derivatives and antiderivatives. Problem solving will be emphasized throughout and a graphing calculator is required from this course. It is recommended that the student have either a TI-89 Titanium or TI – Nspire CAS. Calculators and computers will serve as instructional tools in concept development.

PROBABILITY AND STATISTICS – HONORS WEIGHTED COURSE

Year / 1 credit

11, 12

1210300/IWA

Prerequisites: Algebra II (Algebra II Honors) and Geometry (Geometry Honors)

This course is designed to explore the concept of probability and elementary statistics. The content will include random experiments, probability concepts, permutations, combinations, and statistical applications. Calculators and computers will serve as instructional tools in concept development.

ADVANCED PLACEMENT STATISTICS

Year / 1 credit

11, 12

1210320/IWD

Prerequisites: Algebra II (Algebra II Honors) and Geometry (Geometry Honors)

The purpose of this course is to offer students college-level mathematics under the guideline of the advanced placement program. The focus is on preparation for the statistics test given by the College Examination Board. Topics of study will include exploring data, using measurement in planning a study, producing models using probability and simulation to anticipate patterns, and statistical interference. Calculators and computers will serve as instructional tools in concept development.

PHYSICAL EDUCATION

Note – Students involved in interscholastic high school sports are expected to take assigned PE courses.

INTERSCHOLASTIC SPORTS 1 WAIVER

(NOT FOR CREDIT)

9, 10, 11, 12

1500410/KOL

This course is used to denote that a Personal Fitness Waiver is being used to satisfy the personal fitness and physical education requirements for graduation. This course denotes completion of one full season of an interscholastic sport (1 of 3 requirements for the waiver). THIS COURSE CARRIES NO CREDIT.

INTERSCHOLASTIC SPORTS 2 WAIVER 1500420/KOM	(NOT FOR CREDIT)	9, 10, 11, 12
This course is used to denote that a Personal Fitness Waiver is being used to satisfy the personal fitness and physical education requirements for graduation. This course denotes completion of one full season of an interscholastic sport (1 of 3 requirements for the waiver). THIS COURSE CARRIES NO CREDIT.		
INTERSCHOLASTIC SPORTS 3 WAIVER 1500430/KON	(NOT FOR CREDIT)	9, 10, 11, 12
This course is used to denote that a Personal Fitness Waiver is being used to satisfy the personal fitness and physical education requirements for graduation. This course denotes a passing score on the Florida Competency Test on Personal Fitness and the completion of two full seasons of interscholastic sport. THIS COURSE CARRIES NO CREDIT.		
MARCHING BAND P.E. WAIVER 1500440/KOO	(NOT FOR CREDIT)	9, 10, 11, 12
No Prerequisite This course is used to denote that a Marching Band Waiver is being used to satisfy the one-half physical education credit required for graduation. Students must have participated in one full season of Marching Band or band auxiliaries. THIS COURSE CARRIES NO CREDIT.		
JROTC P.E. YEAR 1 WAIVER 1500450/KOP	(NOT FOR CREDIT)	9, 10, 11, 12
No Prerequisite This course, in conjunction with the ROTC P.E. Year 2 Waiver (1500460), is being used to satisfy the one-half physical education credit required for graduation. Students still must take the Personal Fitness course. Students must successfully complete a second ROTC course with drills and ceremonies. THIS COURSE CARRIES NO CREDIT.		
JROTC P.E. YEAR 2 WAIVER 1500460/KOQ	(NOT FOR CREDIT)	9, 10, 11, 12
No Prerequisite This course, in conjunction with the ROTC P.E. Year 1 Waiver (1500450), is being used to satisfy the one-half physical education credit required for graduation. Students still must take the Personal Fitness course. Students must successfully complete a second ROTC course with drills and ceremonies. THIS COURSE CARRIES NO CREDIT.		
JROTC P.E. / PERFORMING ARTS WAIVER 1500480/KOR	(NOT FOR CREDIT)	9, 10, 11, 12
No Prerequisite This course is being used to satisfy the fine and performing arts credit required for graduation. Students must successfully complete two ROTC course with drills and ceremonies. THIS COURSE CARRIES NO CREDIT.		
PERSONAL FITNESS 1501300/KOA	Semester / .5 credit	9, 10, 11, 12
No Prerequisite The purpose of this currently required course is to teach students the importance of maintaining an optimal level of health fitness and how to assess and develop that fitness. The content will also include knowledge of health problems associated with inadequate fitness levels, knowledge and application of physiological principles of fitness, proper nutrition, stress management, and consumer issues related to physical fitness. Students will develop individual wellness plans.		
BEGINNING WEIGHT TRAINING 1501340/KPA	Semester / .5 credit	9, 10, 11, 12
No Prerequisite Students will acquire basic knowledge and skills in weight training in order to assess, develop, and maintain their own muscular strength and endurance. They will study the importance of muscular strength and endurance, the skeletal structure and muscles, biomechanical and physiological principles, nutrition, and safety practices related to weight training. Cardiovascular fitness shall be emphasized in all weight training courses.		
INTERMEDIATE WEIGHT TRAINING 1501350/KPB	Semester / .5 credit	10, 11, 12
Prerequisite: Beginning Weight Training Students will increase their knowledge of, and skills in, muscular strength and endurance begun in Beginning Weight Training. Cardiovascular fitness shall also be emphasized.		
ADVANCED WEIGHT TRAINING 1501360/KPC	Semester / .5 credit	10, 11, 12
Prerequisite: Intermediate Weight Training		

Students will increase their knowledge of, and skills in, muscular strength and endurance. They will also learn how to design and implement a personal program to meet specific needs and goals, and how to run a weight lifting competition.

POWER WEIGHT TRAINING

Semester / .5 credit

10, 11, 12

1501410/KPH

Prerequisite: Beginning or Intermediate Weight Training / Teacher Recommendation

The purpose of this course is to acquire knowledge and skills in power weight training and improve or maintain health related physical fitness. Students will learn safety practices, techniques and assessment of basic Olympic and power weight training skills, assessment of health related fitness, consumer issues related to weight training and fitness activities.

ADVANCED POWER WEIGHTS / FITNESS LIFESTYLE DESIGN

Semester / .5 credit

11, 12

1501310/KOB

Prerequisite: Power Weightlifting

This course will cover assessment of the health related components of fitness and application of fitness concepts. Students will design, implement and self-evaluate an ongoing individualized personal wellness program. A minimum of three physical activity days each week is recommended so that students may monitor and measure individual fitness levels. This class will provide daily activity in walking, weight lifting, and other weight management activities. *This course will focus on advanced power weightlifting and Olympic weightlifting.

BEGINNING TENNIS

Semester / .5 credit

9, 10, 11, 12

1504500/KSA

No Prerequisite

The purpose of this course is to provide students with in-depth knowledge and application of the basic strokes, techniques, rules, history, etiquette, and safety practices of tennis. Skill acquisition and the maintenance and/or improvement of personal fitness will be stressed.

INTERMEDIATE TENNIS

Semester / .5 credit

10, 11, 12

1504510/KSB

Prerequisite: Beginning Tennis or Teacher Recommendation

The purpose of this course is to provide students with more advanced skills in tennis. The content will include the history, rules, etiquette, and terminology of tennis, as well as skills, strategies, and safety practices. The maintenance and/or improvement of personal fitness will be stressed.

ADVANCED TENNIS

Semester / .5 credit

10, 11, 12

1504520/KSG

Prerequisite: Intermediate Tennis

This course is a continuation of Intermediate Tennis.

BASKETBALL

Semester / .5 credit

9, 10, 11, 12

1503310/KVB

No Prerequisite

This course will provide students with opportunities to acquire in-depth knowledge and skills in basketball. Content will include techniques, strategies, rules, safety, organization and administration of basketball tournaments and other activities, and officiating techniques. Strategies of team play, individual skill acquisition, and the maintenance and/or improvement of personal fitness will be stressed.

SOFTBALL

Semester / .5 credit

9, 10, 11, 12

1503330/KVD

No Prerequisite

The purpose of this course is to provide students with knowledge of, and skills in, softball. The content will include the history, rules, terminology, skills, strategies, and officiating techniques of softball. Maintenance and/or improvement of personal fitness will be stressed.

BEGINNING VOLLEYBALL

Semester / .5 credit

9, 10, 11, 12

1505500/KVE

No Prerequisite

This course will provide students with knowledge and skills in power volleyball. It will include the history, rules, terminology, skills, strategies, officiating techniques, and information on the organization and administration of volleyball activities. Students will also acquire an understanding of the physiological principles related to exercise and training and exhibit an improved or maintained level of physical fitness.

INTERMEDIATE VOLLEYBALL

Semester / .5 credit

10, 11, 12

1505510/KWE

Prerequisite: Beginning Volleyball or Teacher Recommendation

The course will provide students with knowledge and skills in intermediate volleyball for current and future recreational pursuits. It will include instruction on advanced skills, techniques and strategies of the game, as well as methods of organization and administration of volleyball activities. Students will also gain an understanding of volleyball officiating techniques. Maintenance and/or improvement of personal fitness levels are emphasized.

TEAM SPORTS I

Semester / .5 credit

9, 10, 11, 12

1503350/KWA

No Prerequisite

Students will learn safety practices, skills, techniques, rules and strategies in selected team sports. Health-related components of fitness will be emphasized. The selected team sports may include, but not be limited to team handball, flicker ball, gator ball, speedball, field hockey and track and field. Special Note: Activities selected in Team Sports I may not be repeated in Team Sports II.

TEAM SPORTS II

Semester / .5 credit

10, 11, 12

1503360/KWB

No Prerequisite

Students will acquire knowledge of team sports play, develop skills in selected team sports and maintain or improve their health related fitness levels. Students must understand and be able to apply the physiological principles related to exercise and training. The selected team sports may include, but not be limited to angle ball, soccer, volleyball, basketball, softball, flag football, and Frisbee games. Special Notes: Activities selected in Team Sports II must be different from those taught in Team Sports I.

OUTDOOR EDUCATION

Semester / .5 credit

9, 10, 11, 12

1502480/KUE

No Prerequisite

Students will acquire knowledge and skills in a variety of outdoor educational activities that may be used in recreational pursuits. The activities should include, but not be limited to camping, canoeing, small craft, hiking, backpacking, orienteering, angling and cycling. The maintenance and /or improvement of physical fitness through participation in these activities will be emphasized.

READING



INTENSIVE READING

Year / 1 credit (Multiple) 9, 10, 11, 12

1000410/GMF

Prerequisite: Mandatory placement based on criteria established by state reading plan

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance. The content should include, but not be limited to, the following: reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. **Special Note: Student will earn credit for each time taken.**

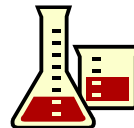
Read 180 - double blocked - 2 credits

Freshman & Sophomore - 1 year / 1 credit Junior - 18 weeks / .5 credit

Senior - 1 year / 1 credit



SCIENCE



***3 credits in science are required for graduation;
however, students falling below FCAT Science 3 – will take a 4th year of science**

The Student Progression Plan requires Biology for all 9th grade students and a physical science course (Physical Science, Chemistry, or Physics) in 10th grade. Students in the 11th grade are strongly encouraged to take one of the following courses: Environmental Science, Marine Science I, Earth Space Science, Chemistry, Physics, or an AP Science. As an optional fourth science, students may elect Anatomy & Physiology, or an AP Science.

BIOLOGY I 2000310/MMB No Prerequisite This course provides all ninth grade students with exploratory activities, laboratory experiences and real-life applications in the biological sciences. The content includes the following concepts: nature of science, matter, energy, chemical processes of life, reproduction and communication of cells, basic study of genetics, organization, classification and taxonomy, structure, reproduction and function of plants, animals, and microorganisms, interdependence of living things, adaptations, and the impact of technology on society. Preserved animal studies may be a part of this course.	Year / 1 credit	9
BIOLOGY I HONORS 2000320/MMC Prerequisite: Teacher Recommendation This advanced course provides integrated laboratory experiences and real-life applications in the essential processes of life. The content includes the nature of science, matter, energy, biochemistry, cell biology, genetics, levels of organization and classification, structure, function and reproduction of plants, animals, and microorganisms, behavior of organisms, interrelationships among organisms, biological selection, adaptations and changes through time. Laboratory investigations will include the use of the scientific method, measurement, observations, predictions, reasoning and problem solving skills. Preserved animal studies may be a part of this course.	Year / 1 credit	9
ADVANCED PLACEMENT BIOLOGY 2000340/MME Prerequisite: Biology I Honors, Algebra II and Teacher Recommendation The college level AP Biology course seeks to prepare the student for credit and/or appropriate placement in college biology courses. The content includes molecular and cellular biology, organismal, and populational biology. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of this course.	Year / 1 credit	11, 12
PHYSICAL SCIENCE 2003310/MOB No Prerequisite The purpose of this course is to provide opportunities to study the concepts of basic chemistry, physics and earth science. The content will include, but is not limited to the following: the nature of science, structure of the atom, structure and properties of matter, chemical reactions, entropy and conservation of matter, interactions of energy and matter, the universe and planet Earth. Laboratory activities are an integral part of this course.	Year / 1 credit	10
CHEMISTRY I 2003340/MOE Prerequisite: Algebra I This course involves the study of the composition, properties, and changes associated with matter. The content includes the classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, and physical changes. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety.	Year / 1 credit	10, 11, 12
CHEMISTRY I HONORS 2003350/MOF Prerequisite: Algebra I and Teacher Recommendation This advanced course involves the study of the composition, properties and changes of matter, atomic structure, the periodic table, bonding, gas laws, energy and order, reaction rates and equilibrium, solutions, nuclear, electric, and organic chemistry. Selected laboratory activities include the use of the scientific method, measurement, laboratory apparatus, and safety.	Year / 1 credit	10, 11, 12
ADVANCED PLACEMENT CHEMISTRY	Year / 1 credit	11, 12

2003370/MOH

Prerequisite: Chemistry I Honors and Algebra II Honors and Teacher Recommendation

This college-level course in chemistry seeks to prepare the student for credit and/or appropriate placement in college chemistry courses. The content includes the structure and states of matter, chemical reactions, and descriptive chemistry. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety.

ANATOMY AND PHYSIOLOGY

Year / 1 credit

11, 12

2000350/MMF

Prerequisite: Biology I

This course provides exploratory activities in the structure and function of the human body. The content includes anatomical terminology, cells and tissues, special sensory organs, major body systems, homeostasis, and human disorders. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of the laboratory experience.

ANATOMY AND PHYSIOLOGY HONORS

Year / 1 credit

11, 12

2000360/MMG

Prerequisite: Biology I or Biology I Honors

This advanced course provides exploratory activities in the structure and function of the components of the human body. The content includes anatomical terminology, cellular biology, histology, homeostasis, immune response, organization and interrelatedness of major body systems, sensory function, and human disorders. Laboratory investigations focus on the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of the laboratory experience.

EARTH-SPACE SCIENCE

Year / 1 credit

11, 12

2001310/MNB

No Prerequisite

This course provides a study of the interaction and organization of matter and energy in the solar system and the universe, and how this affects life on Earth. The content includes theories for the formation of the universe and solar system, formation of rocks, land forms, plate tectonics, fresh water and marine systems, meteorology, geologic time and renewable/non-renewable energy sources. Selected laboratory investigations include the use of scientific method, measurement, laboratory apparatus, and safety and are an integral part of this course.

EARTH-SPACE SCIENCE HONORS

Year / 1 credit

11, 12

2001320/MNC

Prerequisite: Teacher Recommendation

This advanced course provides laboratories and opportunities to develop concepts basic to the earth, its materials, processes, history and the environment in space. Students are involved in comparing, contrasting, describing and analyzing various aspects of our earth and space. Topics include origins of the universe and solar system, life cycles of stars, earth and moon systems, the U.S. Space Program, rock and land forms, oceanography, and weather. Investigations include the use of the scientific method, measurement and apparatus and safety and are integral to the course.

ENVIRONMENTAL SCIENCE

Year / 1 credit

11, 12

2001340/MNE

No Prerequisite

This course provides a study of man's interaction with the environment. The content includes forms of pollution, conservation, environmental planning and policy, public land usages, population dynamics, and major forms of energy. Laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Year / 1 credit

11, 12

2001380/MNS

Prerequisite: Biology I Honors and Teacher Recommendation

This college level course studies the interaction of man with the environment. The content includes scientific analysis, fundamental principles and concepts about the interdependence of earth's systems, population dynamics, environmental quality, global changes and their consequences. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety.

PHYSICS I

Year / 1 credit

11, 12

2003380/MOI

Prerequisite: Algebra I

This course provides a foundation of the concepts, theories and laws governing the interaction of matter, energy and the forces of nature. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, waves, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety. **PHYSICS I HONORS**

Year / 1 credit

11, 12

2003390/MOJ

Prerequisite: Algebra II and Teacher Recommendation

This advanced course provides a rigorous study of the concepts, theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, waves, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety.

ADVANCED PLACEMENT PHYSICS B

Year / 1 credit

11, 12

2003420/MOM

Prerequisite: Physics I Honors, Math Analysis, Calculus

Teacher Recommendation

This college-level course in physics seeks to prepare students for credit and/or appropriate placement in college, physics courses. The content includes kinematics, Newton's Laws of Motion, work energy, power, systems of particles, statics, rotational motion, oscillations, gravitation, electric current and circuits, capacitance and capacitors, magnetostatics, and electromagnetism. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety.

MARINE SCIENCE I

Year / 1 credit

11, 12

2002500/MPA

Prerequisite: Biology I

The purpose of this course is to provide an overview of the marine environment. The content includes the nature of science, the origins of the oceans, the chemical and physical structure of the marine environment, ecology of the various sea zones, marine communities, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific method, measurement, laboratory apparatus and safety procedures. Preserved specimens may be a part of this course.

MARINE SCIENCE I HONORS

Year / 1 credit

11, 12

2002510/MPB

Prerequisite: Biology I or Biology I Honors

This advanced course provides an in-depth study of the physical, chemical, and biological aspects of the marine environment. The content includes the origins of the oceans, marine geological studies, ecology of the sea zones, diversity of marine organisms, characteristics of the major marine ecosystems including the phyla and divisions, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific method, measurement, laboratory apparatus and safety procedures. Preserved specimens may be a part of this course.



SOCIAL STUDIES

3 credits are required for students.



The Social Studies progression at DHS for incoming 2011 9th graders:

Regular	Advanced Placement	
9 th World Cultural Geography	9 th any Academy Program, AVID,	

or Intensive Reading	or JROTC	9 th AP Human Geography
10 th World History	10 th World History Honors	10 th AP World History
11 th American History and Psychology I & II or Law Studies or Sociology	11 th American History Honors and AP Human Geography or Psychology I & II or Law Studies or Sociology	11 th AP U.S. History and/or AP Psychology
12 th Government / Economics	12 th Government Honors / Economics Honors and AP Psychology or AP Human Geography	12 th AP Government / Economics and AP European History

WORLD CULTURAL GEOGRAPHY

Year / 1 credit

9

2103300/NRA

For students not involved in an Academy, JROTC, AVID, Intensive Reading, or AP Human Geography

Students in this course will use geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. They will acquire an understanding of interrelationships between people and their environments. Content will include study of world cultural regions in terms of location, physical characteristics, demographics, historical change and continuity, economic activity, and land use.

WORLD HISTORY

Year / 1 credit

10

2109310/NXB

No Prerequisite

This course provides an understanding of the development of civilization by examining the cultural, dynastic, economic, military, political, religious, scientific, and social events that have affected humanity. Content to be covered will include the rise of civilization and cultural universals, the development of religious thought, the evolution of political systems, nationalism, the origin of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

WORLD HISTORY HONORS

Year / 1 credit

10

2109320/NXC

Prerequisite: Teacher Recommendation

This course provides a comprehensive understanding of the past in terms of the development of humanity. This is done by analyzing the cultural, dynastic, economic, military, political, religious, scientific, and social events that have shaped and molded humanity. Content will include geo-historic development; comparative views of history; the origin and development of contrasting civilizations, political theories and philosophies; an analysis of cultural universals; the diversity of economic thought and practices; the influence of major figures and events; and interpretations concerning the historical development of our contemporary world affairs.

ADVANCED PLACEMENT WORLD HISTORY

Year / 1 credit

10, 11, 12

2109420/NYC

Prerequisite: Adv U.S. History (Middle School), and FCAT Reading/Writing (4 or higher) and Teacher Recommendation

This course will provide students with an understanding of the major developments of civilizations in Africa, the Americas, Asia, and Europe. Six overarching themes will be followed: the patterns and impacts of interaction among societies, the

relationship of change and continuity across the historical periods, the impact of technology and demography on people and the environment, systems of social structure among societies, cultural and intellectual developments, and changes in functions and structures of states and in attitudes toward states and political identities, including emergence of the nation-state. **(A summer reading assignment is required as part of this class. Please see your teacher for details.)**

AP World History Summer Reading Assignment:

In advance of you beginning this course in the coming fall, choose one book from the attached list to read this summer. The books on this list have been selected to help you understand the need for the study of history; specifically, why should Americans study world history? We study history in order to understand our way of life and its development, to sharpen our ability to analyze problems, and as we study history, we learn that we owe a debt to other peoples for their

contributions to civilization. As Americans, it is important to study World History to learn about our racial and ethnic backgrounds, to learn the lessons of the past, as well as to gain an understanding of our interdependent world.

World History Book List – choose one

1. Achebe, Chinua. *Things Fall Apart*. Anchor, 1994. (about Nigeria)
2. Bentley, Jerry. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre Modern Time*. USA, Oxford University Press, 1993.
3. Gombrich, E.H.. *A Little History of the World*. Germany, DuMont Literatur, 1985: Mustill, Caroline, English Translation, 2005.
4. Hosseini, Khaled. *The Kite Runner*. Riverhead Trade, 2004. (about Ethnic hatred in Afghanistan)
5. Kurlansky, Mark. *Salt: A World History*. Penguin, 2003. (about Trade)
6. Machiavelli, Niccolo. *The Prince*. Bantam Classics, translated, 1984. (about Political Theory)
7. Pacey, Arnold. *Technology and World Civilizations*. The MIT Press, 1991.
8. Pomeranz, Kenneth. *The Great Divergence: China, Europe, and Making of the Modern World Economy*. Princeton University Press, Revised Ed., 2001.
9. Pomeranz, Kenneth & Steven Topik. *The World that Trade Created: Society, Culture, and the World Economy, 1400 to the Present*. ME Sharpe, 2005.

Please complete a typed (12 font) formal essay based on the attached rubric for the book you choose. Also be prepared to discuss your book, based on the following rubric, when we come back in August. If you have any questions or concerns, please feel free to email me at jcarson@volusia.k12.fl.us.

AMERICAN HISTORY

Year / 1 credit

10

2100310/NMB

No Prerequisite

This course provides an understanding of the development of the American people by examining the cultural, economic, military, political, religious, scientific, and social events that have affected our nation. Content will include the synthesizing of American culture through the centuries, westward expansion, the American Revolution, the formation of the constitution and the Federal system, the Civil War and Reconstruction, technological and urban transformation, the evolution of American lifestyles and ideals, foreign policy development, the cyclical development of the economy, and contemporary domestic and foreign issues.

AMERICAN HISTORY HONORS

Year / 1 credit

10

2100320/NMC

Prerequisite: Teacher Recommendation

This course provides an in-depth understanding of the chronological development of the American people by examining the cultural, economic, military, political, religious, scientific, and social events that have affected the nation. The use of high-order thinking skills will be emphasized. Content will include significant turning points and trends in the development of American culture and institutions; the origin and development of American ideals and characteristics; the relationship between idealism and reality in the development of the Declaration of Independence, Constitution, and Bill of Rights; the Civil War, technological and urban transformations of our nation; changes in lifestyles; changing American foreign policy; and an analysis of contemporary American domestic and international issues with projected scenarios through the twenty-first century.

ADVANCED PLACEMENT U.S. HISTORY

Year / 1 credit

10, 11, 12

2100330/NMD

Prerequisite: AP or Honors World History, FCAT Reading/Writing (3 or higher) and Teacher Recommendation

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides the analytical skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. Higher order thinking skills such as evaluating, analyzing, and problem solving will be emphasized. Content will include the development of

American culture and institutions as well as ideals and characteristics; enlightened thinking and the socioeconomic and political forces and compromises that formed the Constitution, the Bill of Rights, and the Declaration of Independence; changing interpretations of the Constitution, and individual rights; sectionalism as a change force; the relationship between technological change and societal reaction; the variety of changing American lifestyles; changes in American foreign policy; the capitalistic free enterprise economic system; and the future of our nation based on current trends. **(A summer reading assignment is required as part of this class. Please see your teacher for details.)**

GOVERNMENT / ECONOMICS

Year / 1

2106310/NNN 2102310/NNI

No prerequisite

This Government course provides students the opportunity to examine their own political behaviors, analyze the dynamics of political issues and practice decision-making skills. Content will include the nature of political behavior, power acquisition, maintenance and extension; political theorists; comparative political systems; sources, structure and function of American Government; roles of political parties, interest groups and citizens; role of women and diverse cultural groups in the development of our political system. The Economics course will provide students with a knowledge of economics emphasizing practical applications, and decision making skills necessary to be informed economic citizens and financially successful individuals. The content will include banking and monetary policy; role of government in regard to fiscal policies; supply and demand; scarcity; major economic theories; personal finance; the business cycle; and economic terminology and analytical tools.

GOVERNMENT HONORS / ECONOMICS HONORS

Year / 1

2106320/NNS

2102320/NNJ

No Prerequisite

This Government Honors course provides a comprehensive understanding of American government and political behavior. Content will include an evaluation of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the bill of Rights); the roles and changing nature of political parties and interest groups; the changing nature of citizen rights and responsibilities in a democratic state; and the importance of civic participation in the democratic political process. The Economics Honors course provides a comprehensive understanding of the way in which society organizes to utilize its limited resources and of the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The major emphasis is to provide the student with the tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems. Necessary to that understanding are the role and impact of economic wants, productive resources, economic incentives, division of labor, how a market functions, savings and investment, the role and function of money and financial institutions, labor supply and demand, competition, inflation, unemployment, fiscal policy, and socioeconomic goals.

ADVANCED PLACEMENT GOVERNMENT / ADVANCED PLACEMENT MICROECONOMICS

2106420/NUL

Year / 1 credit

Prerequisite: AP or Honors American History, FCAT Reading /Writing (3 or higher) and Teacher Recommendation

Advanced Placement Government course require students to successfully perform college-level academic work, including many extensive reading and writing assignments. The purpose of this course is to give students a critical perspective on politics and government in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. The Advanced Placement Microeconomics courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides students with the opportunity to analyze the behavior of individual households, firms, markets, and how prices and outputs are determined in those markets, and how the price mechanism allocates resources and distributes income. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, and exchange, money, and interdependence.

Additional Elective Courses

ADVANCED PLACEMENT HUMAN GEOGRAPHY

Year / 1 credit

9, 10, 11, 12

2103400/NRS

Prerequisite: World History or American History (Honors or AP), and FCAT Reading /Writing (3 or higher) and Teacher Recommendation

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis

to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **(A summer reading assignment is required as part of this class. Please see your teacher for details.)**

AP Human Geography Summer Reading Assignment:

In advance of you beginning this course in the coming fall, choose one book from the attached list to read over this summer. The books on this list have been selected to help you understand the nature and complexity of geography before undertaking its formal study. Moreover, each book in its own way will broaden your knowledge of geography by helping make the complex simple, as well as interesting.

Please complete a typed (12 font) formal essay based on the attached rubric for the book you choose. Also be prepared to discuss your book, based on the following rubric, when we come back in August. If you have any questions or concerns, please feel free to email me at jicarson@volusia.k12.fl.us.

Human Geography Book List – choose one

1. Barber, Benjamin. Jihad versus McWorld: How Globalism and Tribalism are reshaping the World. New York: Random House, 1996.
2. Diamond, Jared. Guns, Germs, and Steel: The Fates of Human Societies. New York: W.W. Norton and Company, 1999.
3. Friedman, Thomas. The World is Flat. New York: Farrar, Straus, and Giroux, 2005.
4. Friedman, Thomas. Hot, Flat and Crowded. New York: Farrar, Straus, and Giroux, 2008.
5. Garreau, Joel. Edge City: Life on the Frontier. New York: Anchor Books, 1991.
6. Harris, Marvin. Cows, Pigs, Wars, and Witches: The Riddle of Culture. New York: International Publishers, 1974.
7. Kumbler, James Howard. Geography of Nowhere: The Rise and Decline of America's Man-Made Landscape. New York: Simon and Schuster, 1993.
8. Sakar, Sudhir. The Colors of Violence: Cultural Identities, Religion and Conflict. University of Chicago Press, 1996

ADVANCED PLACEMENT EUROPEAN HISTORY

Year / 1 credit

11, 12

2109380/NYB

Prerequisite: World History Honors, highly recommended AP World History or AP US History and Teacher Recommendation
Advanced Placement courses require students to successfully perform college-level academic work, including many intensive reading and writing assignments. This course provides the analytic skills and factual knowledge necessary to deal critically with European historic development. Higher order thinking skills will be emphasized. Content will include the origin and development of European culture and institutions; the rise of the European state system; the impact of religious thought and ideals; the evolution of political systems, economic systems, and philosophies; the relationship between technological change and societal reaction; nationalism; and the future of the European continent based on contemporary trends. Content will follow the current Advanced Placement course requirements for European History. **(A summer reading assignment is required as part of this class. Please see your teacher for details.)**

AP European History Summer Reading Assignment:

In advance of you beginning this course in the coming fall, read The World Lit Only By Fire, by William Manchester, 1993. The study of European history since 1450 focuses on the cultural, economic, political, and social developments that have played a fundamental role in shaping the world. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics. Beginning in the Renaissance era, this course offers insights into the changing dynamics of Europe that will help to explain the major turning points that have created the modern world.

It is my hope that in anticipation of taking European History, you will not only enjoy the subject matter of the book selected, but you will also make your AP experience more meaningful. As is the case with many sources of historical literature, please remember that many of the books we will be reading in this course are college level in both readability and graphic information. Be prepared to discuss the information of the era and events from the reading on the first day of class. If you have any questions or concerns, please feel free to email me at jicarson@volusia.k12.fl.us.

HUMANITIES I

Semester / .5 credit

11, 12

0900310/FMB

No Prerequisite

This course examines the world from the earliest civilizations through the Renaissance age. The content will include an interdisciplinary approach through which students will formulate their own personal values and express their understanding of painting, sculpture, architecture, music, dance, literature, drama, philosophy, history, and religion. Skills in viewing, listening, speaking, reading, writing, performing, and creating will be practiced and incorporated in the course of study.

HUMANITIES II

Semester / .5 credit

11, 12

0900320/FMC

Prerequisite: Humanities I

This course examines man's creative efforts and his world from the Post-Renaissance through the contemporary period. The content will include providing opportunities for students to explore, analyze, synthesize and respond in a variety of ways to cultural traditions. These ways include viewing, listening, speaking, reading, writing, performing and creating. Students would gain an appreciation for, and an understanding of, themselves and their world through an interdisciplinary approach involving the study of painting, sculpture, architecture, music, dance, drama, history, literature, philosophy, and religion.

LAW STUDIES

2106350/NUF

No Prerequisite

This course provides an understanding of the American legal process. Content will include historical antecedents for law, constitutional guarantees, different kinds of laws, adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationship, social values and their impact on interpretations of the law, and the supremacy of the Constitution.

Semester / .5 credit

10, 11, 12

PSYCHOLOGY I

2107300/NVA

No Prerequisite

This course provides an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Content will include the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapy.

Semester / .5 credit

10, 11, 12

PSYCHOLOGY II

2107310/NVB

Prerequisite: Psychology I

The purpose of this course is to allow students to expand their awareness of areas of psychology. The content should include statistical research/memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction.

Semester / .5 credit

10, 11, 12

ADVANCED PLACEMENT PSYCHOLOGY

2107350/NVC

Prerequisite: Psychology I, Biology I Honors, or Anatomy and Physiology, and FCAT Reading/Writing (3 or higher) and Teacher Recommendation

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides a systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists used in their science and practice. The content should include, but not be limited to the following: methods, biological basis of behavior, sensation and perception, states of consciousness, learning cognition, motivation emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

Year / 1 credit

11, 12

SOCIOLOGY

2108300/NWA

No Prerequisite

This course provides an understanding of group interaction and its impact on individuals. Content will include the methods of study employed by sociologists; social institutions and norms; relationships between the sexes; racial and ethnic groups; the handicapped; societal determinants; group behavior; the socialization process; social classes, deviation, conflict, roles, stratification, and participation; and social organizations and institutions.

Semester / .5 credit

10, 11, 12

NON-CREDIT COURSES**STUDY HALL I**

2200300/NZA

No Prerequisite

Study Hall for Office Aides. THIS IS A NON-CREDIT COURSE.

Year / No Credit

11, 12



CONTACT INFORMATION

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SUCCESS MEASURES

The Florida Department of Education has developed an online tool to help parents and families throughout the state learn about changes to our standards and assessments. This new resource, called Success Measures will provide parents and students with information on what is being taught and tested in our classrooms.

Log on today to learn more about:

- The materials students will be learning.
- When and how students will be tested.
- Why our assessment program is changing.

Try these three easy steps to learn more:

STEP # 1 Go to www.fldoe.org/successmeasures.

STEP # 2 Select a grade level and school year

STEP # 3 Submit the course(s) in Reading/Language Arts,
Mathematics, Science, Social Studies,
Health or Physical Education

2011-2012 REGISTRATIONS

Deltona High School is individually registering students for the 2011-2012 school year in the media center. Students will receive a computer print out of their course selection sheet and listed alternates for next year. Any changes to a student's schedule must be made by:

June 10th, 2011 (no exceptions).

**Current eighth graders and their parents must register
on their designated day from
4:00 PM – 7:00 PM in the Media Center as follows:**

LAST NAME BEGINNING	(A - I)	March 22nd
WITH FOLLOWING ALPHA:	(J - P)	March 24th
	(Q - Z)	March 29th

**Parent registration night for current students will be from
4:00 PM – 7:00 PM in the Media Center as follows:**

Rising Senior Parent Registration	(A-Z)	February 28th
Rising Junior Parent Registration	(A-Z)	March 21st
Rising Sophomore Parent Registration	(A-Z)	March 28th